

VISIT...

LANZAROTE
Caliente.COM

Florida

The Sunshine State



Welcome to Social Studies

**Reading about social studies is
like going on a trip.**

- ★ Visit places near and far.
- ★ Learn about life at school and all around the world.
- ★ Meet children, families, and heroes.

How? Reading will take us!



Getting the Most Out of What You Read

How can you get the most out of social studies? Be an active reader. You can do it! Here's how.

1 Before You Read

- Look ahead at the titles and pictures.
- Think about what you will learn.

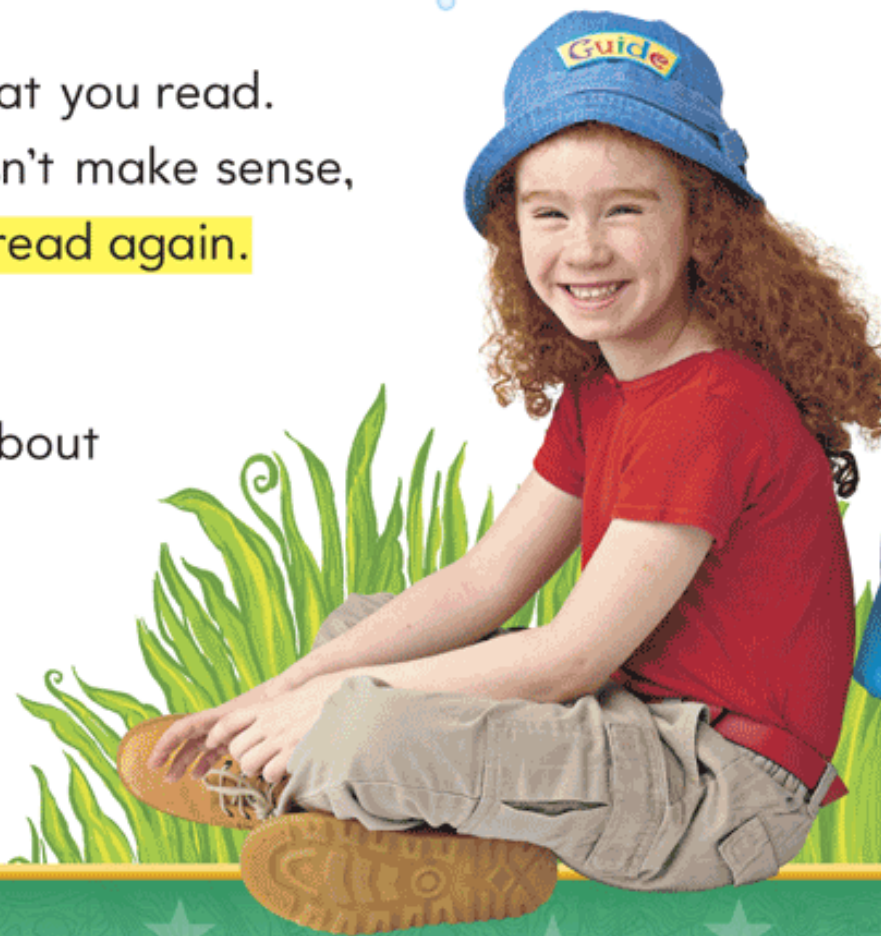
1 I think I will learn about things that live on Florida's coral reefs.

2 As You Read

- Keep track of what you read.
- If something doesn't make sense, you may want to read again.

3 After You Read

- Remember. Tell about the main ideas you learned.



Core Lesson 1

Vocabulary

coast

coral reef

One of the coral reefs near the coast of Florida.

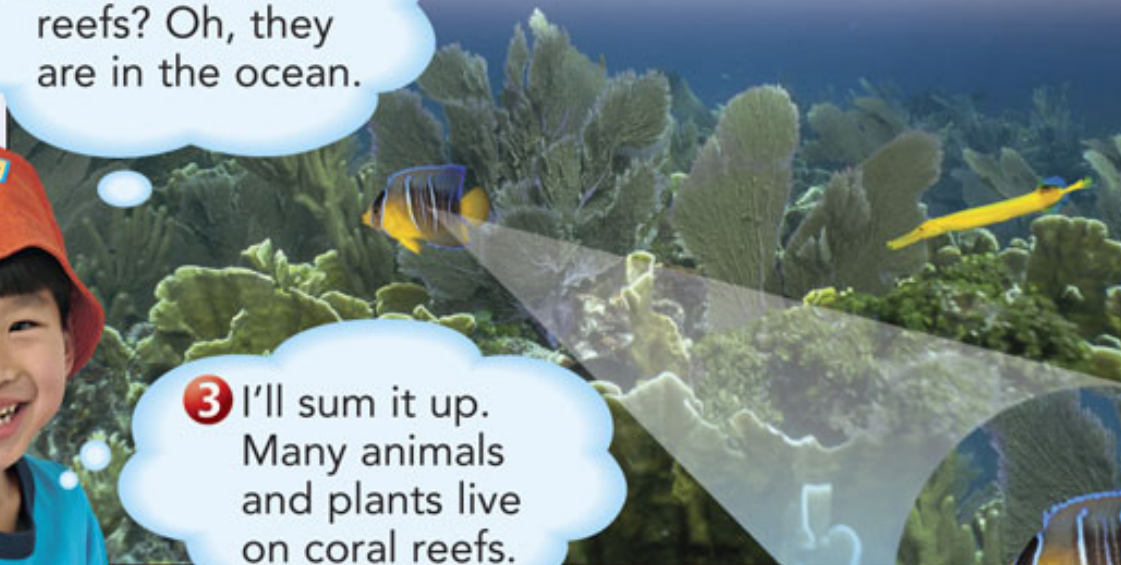
Florida's Coral Reefs

Life on a Reef

A coral reef is a home in the ocean for plants and animals. Many different kinds of fish find food and shelter there. Sea urchins, crabs, and turtles live there too.

2 Where are coral reefs? Oh, they are in the ocean.

3 I'll sum it up. Many animals and plants live on coral reefs.



Doing Your Best on the FCAT Test

When you take a test you show what you know. Being an active reader can help.

The title tells me I am going to read about trees called mangroves.

3

Mangroves

Mangroves are trees. They grow along rivers and marshes near the coast. The water there is salty.



Where do mangroves grow? I'll reread and be sure I understand.

Multiple-Choice Questions

This question has four answers to choose from. Here are some tips to help you choose the right answer.

Tip 1

Read the question and answers carefully.

Tip 2

Check your answer. Make sure it is the best one.

Answer number 1. Base your answers on "Mangroves."

3

- ❶ Where do mangroves grow?
- Ⓐ They grow under water.
 - Ⓑ They grow in the ocean.
 - Ⓒ They grow where the water is salty.
 - Ⓓ They only grow near rivers.

I'll read again to see if this is the best answer.



Summing It Up

These tips will help you as you read the lessons and practice for taking tests. Follow these steps. You'll do your best!

1 Look Ahead

- Look at the titles and pictures.
- Think about what you will learn.

2 Keep Track

- Think about what you are reading.
- Make sure you understand. Reread if you need to.

3 Remember

- Tell the main ideas in your own words.



Let's Go!

Let's enter the world of social studies. Take these reading tools and tips with you.



ABSAROKA

BEARTOOTH

WILDERNESS

GALLATIN

NATIONAL

FOREST

Lake Elaine
13547

4327
Green Lake

★ FLORIDA ★

HOUGHTON MIFFLIN
**SOCIAL
STUDIES**



★ SCHOOL AND FAMILY ★

Visit **Education Place**
www.eduplace.com/kids



HOUGHTON MIFFLIN

BOSTON

★ AUTHORS ★



Senior Author
Dr. Herman J. Viola
Curator Emeritus
Smithsonian Institution



Dr. Cheryl Jennings
Project Director
Florida Institute of
Education
University of North
Florida



**Dr. Sarah Witham
Bednarz**
Associate Professor,
Geography
Texas A&M University



Dr. Mark C. Schug
Professor and Director
Center for Economic
Education
University of Wisconsin,
Milwaukee



Dr. Carlos E. Cortés
Professor Emeritus, History
University of California,
Riverside



Dr. Charles S. White
Associate Professor
School of Education
Boston University

Consulting Authors

Dr. Dolores Beltran

Assistant Professor
Curriculum Instruction
California State University, Los Angeles
(Support for English Language Learners)

Dr. MaryEllen Vogt

Co-Director
California State University Center
for the Advancement of Reading
(Reading in the Content Area)



The United States Mint honors the Louisiana Purchase and the Lewis and Clark expedition in a new nickel series. The first nickel of the series features a rendition of the Jefferson Peace Medal. Thomas Jefferson commissioned this medal for Lewis and Clark's historic trip, which began in 1804.

Louisiana Purchase/Peace Medal nickel circulating coin images courtesy United States Mint. Used with Permission.

★ FLORIDA ★

HOUGHTON MIFFLIN
**SOCIAL
STUDIES**



★ SCHOOL AND FAMILY ★



HOUGHTON MIFFLIN

BOSTON

Consultants

Philip J. Deloria
Associate Professor
Department of History
and Program in
American Studies
University of Michigan

Lucien Ellington
UC Professor of Education
and Asia Program
Co-Director
University of Tennessee,
Chattanooga

Thelma Wills Foote
Associate Professor
University of California,
Irvine

Stephen J. Fugita
Distinguished Professor
Psychology and Ethnic
Studies
Santa Clara University

Charles C. Haynes
Senior Scholar
First Amendment Center

Ted Hemmingway
Professor of History
The Florida Agricultural &
Mechanical University

Douglas Monroy
Professor of History
The Colorado College

Lynette K. Oshima
Assistant Professor
Department of Language,
Literacy and Sociocultural
Studies and Social Studies
Program Coordinator
University of New Mexico

Jeffrey Strickland
Assistant Professor, History
University of Texas Pan
American

Clifford E. Trafzer
Professor of History and
American Indian Studies
University of California,
Riverside

Teacher Reviewers

Crystal Albrecht
John Sinnott Elementary
Fremont, CA

Charlene Cook
Belair Elementary
Jefferson City, MO

Judy Jolly
Highland School
Stillman Valley, IL

Barbara Lang
Whitman Elementary
Tacoma, WA

Kay Lewis
Dalton Elementary
Aurora, CO

Anne Luckey
Oconee County Primary
School
Watkinsville, GA

Mary Ann Preen
Seventh Avenue Elementary
Hadden Heights, NJ

Kerri Seid
Sequoia Elementary
Sacramento, CA

Elizabeth Simon
Griffin Elementary
Cooper City, FL

© 2005 Houghton Mifflin Company. All rights reserved.

No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system, without the prior written permission of Houghton Mifflin unless such copying is expressly permitted by federal copyright law. Address requests for permission to reproduce Houghton Mifflin material to School Permissions, Houghton Mifflin Company, 222 Berkeley St., Boston, MA 02116.

Printed in the U.S.A.

ISBN: 0-618-32371-0

123456789-DW-13 12 11 10 09 08 07 06 05 04

About Your Textbook

1 How It's Organized

Units The major sections of your book are units. Each starts with a big idea.

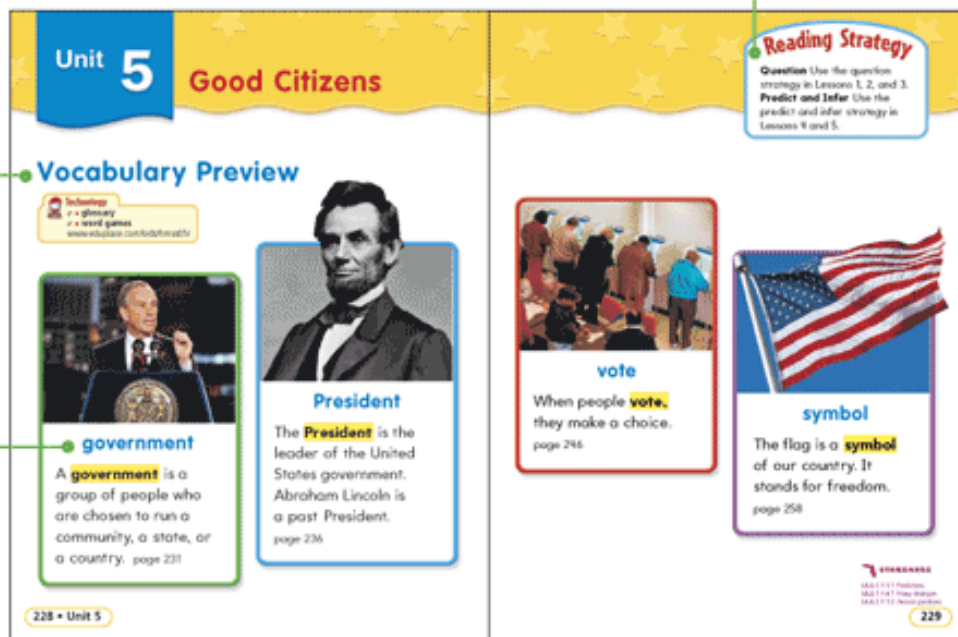
Explore big ideas in geography, history, economics, government, and culture.



Get ready for reading.

Each unit opens with a vocabulary preview.

Four important concepts get you started.



2 Core and Extend

Lessons The lessons in your book have two parts: core and extend.

Core Lessons

Lessons bring social studies to life and help you meet your state's standards.

Core Lesson **3**

Extend Lessons

Go deeper into an important topic.

Extend

Primary Sources

Core Lesson

Vocabulary lists give you the words you need to know.

Reading skills support your understanding of the text.

Core Lesson **1**

Vocabulary
needs
scarcity
wants

Reading Skill
Compare and Contrast



Standards
SS.2.2.3.1. Families meet needs
SS.2.2.3.1.5. Scarcity

130 • Unit 3

Needs and Wants

Build on What You Know

Every person needs food. What is your favorite food?

Needs

Needs are things we must have to live. We need food, clothing, and shelter. People work to earn money. They use money to buy what they need. Families do not always have enough money to buy all they want. That is called **scarcity**.



Before you read, use your prior knowledge.

Main ideas are underlined to show you what is important.

Look at the prices of the book and the book. What can do with her money?

view What choice would make and why?



After you read, check what you have learned.

Lesson Review

- Vocabulary** Name two **needs** that families have.
- Main Idea** Why do families have to make choices about ways to spend money?
- Activity** Write a story about a choice you made when you had money to spend.

133

Extend Lesson

Learn more about an important topic from each core lesson.

Dig in and extend your knowledge.

Extend Lesson 1

Readers' Theater

A Scarcity of Scissors

CAST		
Narrator	Andy	Maria
Ms. Lee	Lan	Deb

Narrator: Ms. Lee looked sad one day. She told her class, "I'm sorry to say—"

Ms. Lee: I counted scissors and I found there aren't enough to go around.

Deb: Let's share the scissors! That will do! I cut first, then Lan cuts, too.

Lan: But if we share, I have to wait. My art work will be very late.

Andy: There's money in our Class Fund. Let's buy scissors for everyone.

Maria: If that's a joke, it isn't funny. We're buying a hamster with that money!

Andy: A hamster's not the only pet. A goldfish would cost less to get.

Deb: Or we can save a little more!

Lan: And as we save, I guess we'll share.

Ms. Lee: We still have scarcity today. But we've worked out our problem. Hooray! Hooray!

Activities

- 1. Talk About It** Talk with a partner. Think of another way Ms. Lee's class could solve their problem.
- 2. Make It** Make a comic strip to retell this story.

134 • Unit 3

Look for literature, readers' theater, geography, economics—and more.

Extend Lesson 2

Biography

George Washington

George Washington was the first President of the United States. He is known as the Father of His Country because he was the first leader of our new country.

President George Washington made a promise to follow the Constitution. The Constitution is a plan for making laws for the United States. Every new President makes the same promise.

The Constitution of the United States of America.

Activities

- 1. Talk About It** Tell about the patriotism of George Washington.
- 2. Make It** Make a fact card about George Washington.

Technology Read more biographies. www.eduplace.com/kids/hms05/

242 • Unit 5

Write, talk, draw, and role-play!

3 Skills

Skill Building Learn map, graph, and study skills, as well as citizenship skills for life.

Practice and apply each social studies skill.

Skill lessons step it out.

Skillbuilder

Read a Graph

Vocabulary
picture graph

People compare costs before they buy things. A **picture graph** is a chart that can help you compare things.

Learn the Skill

This graph compares the costs of foods.

Step 1 Each picture of a dollar stands for one dollar. Count the dollar bills under the milk. It costs two dollars to buy the milk.

Step 2 There are three dollar bills under the orange juice. The orange juice costs three dollars. It costs more than the milk.

Step 3 There is one dollar bill under the bananas. They cost one dollar. They cost less than the milk.

150 • Unit 3

Practice the Skill

Look at the graph below to compare costs. Then follow the directions.

- Which costs more, the eggs or the bread?
- Which costs less, the cereal or the orange juice?
- How much would it cost to buy milk and cereal? Count to find out.

What Does It Cost?

151

4 References

Citizenship Handbook

The back of your book includes sections you'll refer to again and again.

Resources

Look for atlas maps, a glossary of social studies terms, and an index.

Character Traits

Our Flag

Songs of Our Nation

There are many songs people sing to show they love our country. The "Star-Spangled Banner" is our country's song, or anthem. "America" and "God Bless America" are songs that tell why we love our country.

"The Star-Spangled Banner"
by Francis Scott Key

Oh say can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight
O'er the ramparts we watch'd were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there,
O say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

62 • Citizenship Handbook

Our Motto

"America"
by Samuel F. Smith

My country 'tis of thee
Sweet land of liberty,
Of thee I sing:
Land where my fathers died,
Land of the Pilgrims' pride,
From every mountain side
Let freedom ring.

"God Bless America"
by Irving Berlin

God bless America,
Land that I love,
Stand beside her and guide her
Through the night with a light from above,
From the mountains, to the prairies,
To the oceans white with foam,
God bless America,
My home sweet home.

When you hear songs about our country,
what do you think about?

63

Picture Glossary

Atlas

Geographic Terms

desert
a dry area where few plants grow

forest
a large area of land where many trees grow

hill
a raised area of land, smaller than a mountain

island
land with water all around it

lake
a body of water with land all around it

mountain
a steep mass of land, much higher than the surrounding country

peninsula
land that sticks out into water

plain
a broad, flat area of land

plateau
an area of flat land that is higher than the land around it

river
a large stream of water that runs into a lake, ocean, or another river

valley
low land between mountains or hills

water
a salty body of water covering a large area of the earth

64 • Resources

65

Reading Social Studies

Your book will help you be a good reader.
Here's what you will find:

VOCABULARY SUPPORT

Preview Learn four important words from the unit.

Lesson Vocabulary Learn the meanings of lesson vocabulary.

Vocabulary Practice Reuse words in the reviews, skills, and extends. Show that you know your vocabulary.

READING STRATEGIES

Look for the reading strategy at the beginning of each unit.

Predict and Infer

Monitor and Clarify

Question

Summarize

Unit 5
Good Citizens

Vocabulary Preview

**Technology**
• glossary
• word games
www.enlighten.com/kids/learn/


government
A **government** is a group of people who are chosen to run a community, a state, or a country. page 231


President
The **President** is the leader of the United States government. Abraham Lincoln is a past President. page 239


vote
When people **vote**, they make a choice. page 246


symbol
The flag is a **symbol** of our country. It stands for freedom. page 258

Reading Strategy
Question Use the question strategy in Lessons 1, 2, and 3.
Predict and Infer Use the predict and infer strategy in Lessons 4 and 5.

STANDARDS
SAK.1.1.1 History
SAK.1.1.2 Geography
SAK.1.1.3 Civics and Government

228 • Unit 5

229

Core Lesson

5

Vocabulary

machine

seller

buyer

Reading Skill

Sequence

Build on What You Know

Did you ever wonder where orange juice comes from?

Getting Food from Other Places

Some food we eat is grown far away from where we live. People grow food and send it to other states and even to other countries.

158 • Unit 3

Put juice into

Sell the juice.

Review

Who are the buyers and sellers of orange juice at the store?

Lesson Review

Vocabulary

Tell what a machine is.

Main Idea

What steps does it take to get orange juice to homes?

Activity

Draw a picture chart that shows how orange juice is made. Write sentences to go with your chart.

161

READING SKILLS

Graphic organizer

As you read, use the reading skills to organize the information.

Sequence

Cause and Effect

Compare and Contrast

Problem and Solution

Draw Conclusions

Predict Outcomes

Classify

Main Idea and Details

COMPREHENSION SUPPORT

Build On What You Know

Ask yourself what you know about the lesson topic. You may already know a lot!

Review Questions

Answer questions as you read. Did you understand what you read?

Social Studies

Why It Matters

Social Studies is exciting and fun. It is not just a book you read in school. You will use what you learn all your life.

WHEN I

- ▶ look around my neighborhood
- ▶ or read a map—
I'll use geography!

WHEN I

- ▶ save money or
- ▶ decide what to buy—
I'll use economics!



WHEN I

- ▶ go to a neighborhood meeting
- ▶ or decide who to vote for—
**I'll use what I've learned
about citizenship!**

WHEN I

- ▶ hear the story of a
person from the past
- ▶ read books and visit museums
- ▶ look closely at the world
around me—
I'll think about history!

UNIT 1

People Everywhere

Some are very big and
Some are very small.
But it really doesn't
matter at all.
Because a family is
a family.

—From "A Family is a Family"
by Skip West



What do we learn
from our families,
our schools, and
our communities?





Unit 1

People Everywhere

Vocabulary Preview



Technology

- e • glossary
- e • word games

www.eduplace.com/kids/hmss05/



family

People in a **family** care about each other.

page 26

leader

Your teacher is the **leader** of your class.

page 44



Reading Strategy

Predict and Infer Use the predict and infer strategy in Lessons 1, 2, and 3.

Summarize Use the summarize strategy in Lessons 4 and 5.



community

Your home and school are part of the **community** where you live. page 54

country

The United States is the **country** where you live. page 60



 **STANDARDS**

LA.A.1.1.1.1 Predictions

LA.A.1.1.4.1 Using strategies

Core Lesson 1

Vocabulary family

Reading Skill Main Idea and Details



Family

Build on What You Know

You are part of a family. Who are the people in your family?

A Family of Helpers

A **family** is a group of people who care about each other. People in a family help each other. Everyone in a family can be a helper.



SS.8.2.1.3.1.1 Families and basic needs

Everyone is a family helper.



Families work together.



Family work can be fun.

Review What does your family do together?

Families Learn Together

You learn many things from your family.



Your family can teach you how to care about other people. Your family can teach you how to be safe and healthy.



Families care.



Families help us to learn to do things.



Families share stories.

Review What do you learn from your family?

Lesson Review

- 1 **Vocabulary** What is a **family**?
 - 2 **Main Idea** Tell about how people in a family can help each other.
-  **Activity** Draw a picture of your family.



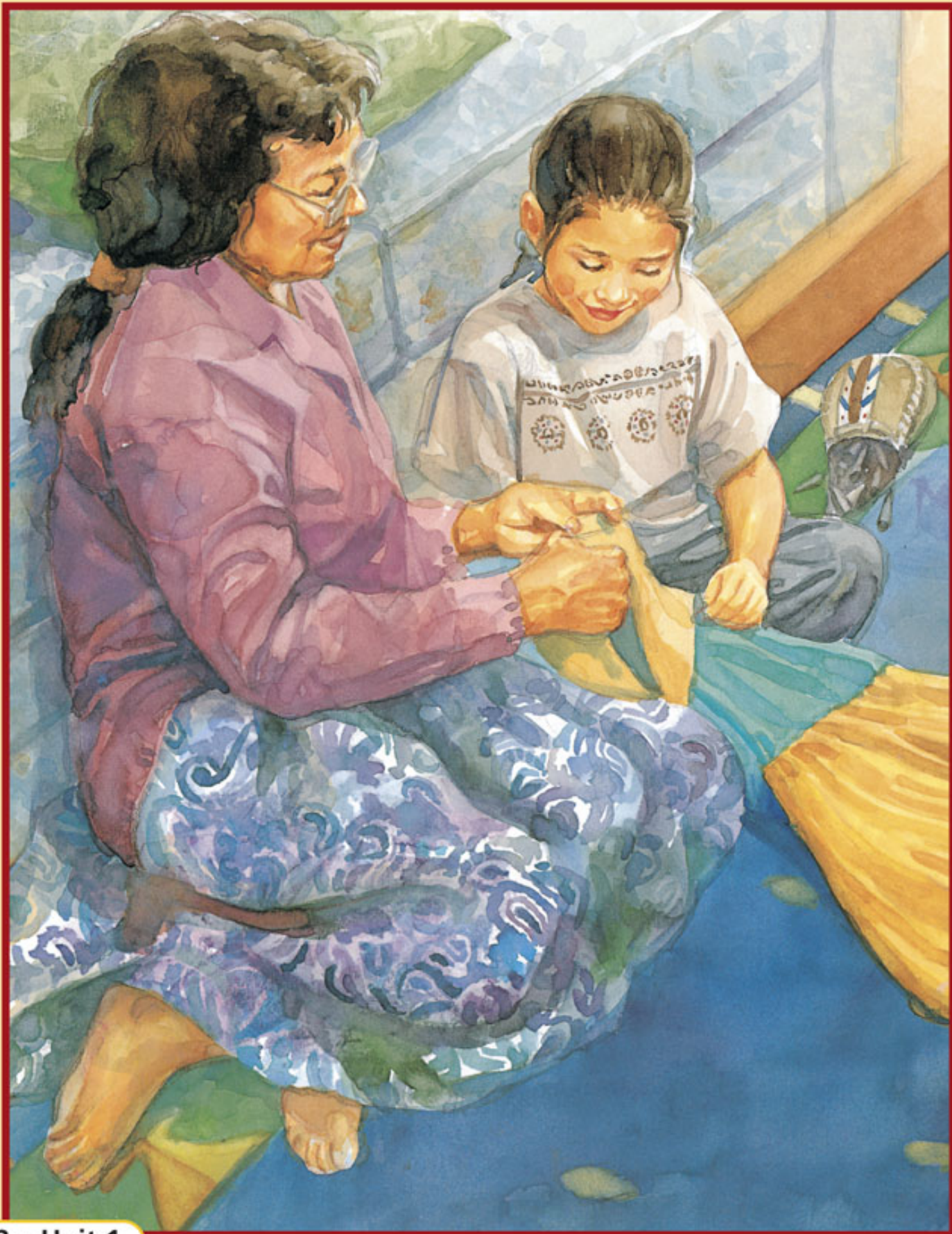
Literature (Read Aloud)

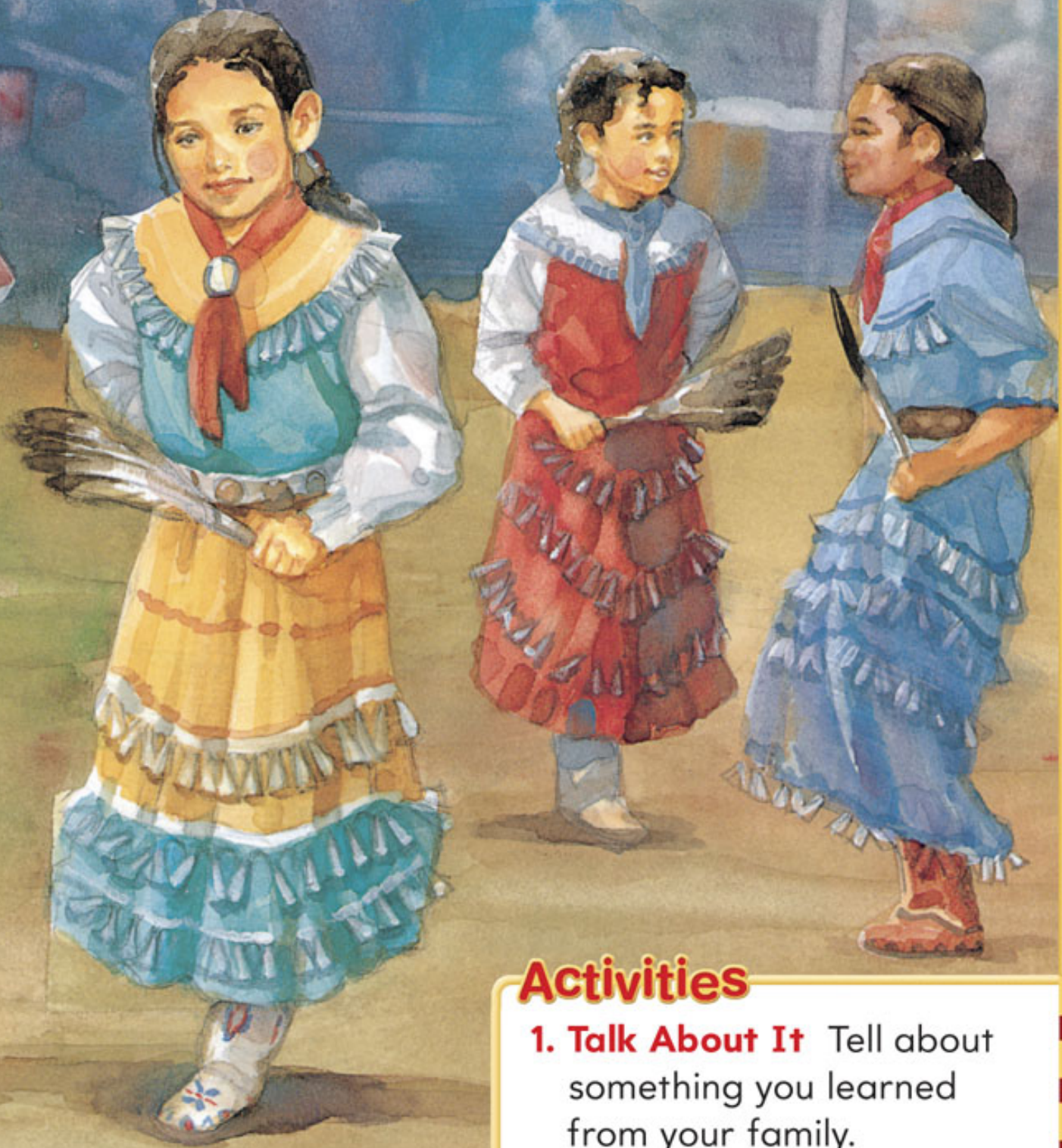
JINGLE DANCER

by Cynthia Leitich Smith









Activities

- 1. Talk About It** Tell about something you learned from your family.
- 2. Write About It** Write a sentence about Jenna in this story.



Read a Calendar

Vocabulary **calendar**

You can find special days on a calendar. A **calendar** shows the months of the year, the weeks in a month, and the days of the week.

Learn the Skill

- Step 1** There are twelve months in a year. Name the months.
- Step 2** Read the days of the week on the calendar.
- Step 3** Each day in a month has a number. How many days are in November?



Practice the Skill

Use the calendar to answer the questions.

- 1 What special day is November 7?
- 2 Which holiday is on a Thursday in November?



Core Lesson 2

Vocabulary

job



Reading Skill Classify

STANDARDS

SS.C.1.1.3.1.1 Home, school rules, responsibility
SS.C.2.1.1.1.1 Basic Civic values
SS.C.2.1.2.1.1 Responsibility and duty

Children help on
the playground.

In Your Classroom

Build on What You Know

Look around you. There are many children in your classroom. Think about caring for others.

Caring About Others

We learn to work together at school. We treat each other nicely. We help each other. Helping others shows we care.



Helping in the Classroom

There are jobs to do at school. A **job** is work to be done. Your classroom has helpers to get jobs done.



Review Why do we have classroom helpers?

Saying the Pledge of Allegiance

At school we show that we care about each other. When we say the Pledge of Allegiance, we show that we care about our country.



Skill Reading Visuals **Why are the children and the teacher holding their hands on their chests?**



Review Why do we say the Pledge of Allegiance?

Lesson Review

- 1 Vocabulary** Write or tell about a **job** you do at school.
- 2 Main Idea** What are ways you show that you care about others in your class?



Activity Draw a picture of your class saying the Pledge of Allegiance.



Helping Hands

Think about ways you can be a helper.





Make a Helping Hands Tree

You will need:



Step 1. Trace your hand on a piece of paper. Then cut out the paper hand.

Step 2. Write one helping job you can do on the paper hand.

Step 3. Hang your helping hand on the tree.





Compare Pictures and Maps

► Vocabulary

map

A **map** is a drawing of a place. The pictures on a map show where things are.

Learn the Skill

Step 1 This photo shows what a zoo looks like if you are looking down at it from above.

Step 2 Look at the map of the zoo on the next page. The map shows the buildings and paths you see in the photo.

Step 3 Look at the photo. Then look at the map. The things on the map and in the photo are in the same places.



San Diego Zoo

Practice the Skill

Compare the photo and the map of the zoo.

- 1 Tell how the map and the photo are the same.
- 2 Tell how the map and the photo are different.



Core Lesson 3

Vocabulary

leader
rule



Reading Skill

Compare and
Contrast



STANDARDS

SS.C.1.1.5.1.1 Authority figures
SS.C.1.1.6.1.2 Sources of authority
SS.C.1.1.3.1.1 Home, school rules, responsibilities

Leaders and Rules

Build on What You Know

Have you played the game Follow the Leader? What do you think a leader does?

Leaders

Every group needs a leader. Parents are leaders in a family. Your teacher is a leader.

A **leader** helps a group work well together.



Leaders Make Rules

Leaders make rules that help people.



A **rule** tells people what they should do.

Rules help keep things fair for everyone.

Rules help keep people safe.



Review Why do leaders make rules?



Following Rules

You have rules at home and in school. When everyone follows the rules, things are fair for everyone. It is important to follow the rules.



Review Why is it important for everyone to follow the rules?



Lesson Review

- 1 **Vocabulary** Tell about one school **rule**.
 - 2 **Main Idea** Why do groups need leaders?
-  **Activity** Make a sign that shows a rule at home.



Literature (Read Aloud)

The Saturday Escape

by Daniel J. Mahoney

In this story three friends sneak out to the library story hour without doing their Saturday chores.



Jack wondered what his mother would say when she saw his room. His parents were always so proud of him when he cleaned up. His mother kissed him and said, "Good boy," and his father scratched him behind the ears. Jack did not think that would happen today.





Melden, too, was wondering about what was happening at home. His parents had trusted him to paint the shutters. He could imagine only too well what the house would look like when his brothers were done.



Angie was remembering her piano recital. Her dad had been so proud of her that night, and he'd gone to a lot of trouble to tape her performance. But how proud of her would he be today, when he found out she wasn't really practicing?



As the story ended, Jack stood up. "May I be excused?" he asked.

"But story hour isn't over yet," the storyteller told him.

"I know," said Jack, "but I just thought of something I have to do."

"And I have to help him," said Angie.

"Me, too," said Melden.

"We'll be right back," Jack promised, and the three friends hurried out of the library.

First they went to Melden's house. Luckily, his brothers had painted each other instead of the shutters.





Then they went to Angie's house, so she could finish practicing. Jack and Melden enjoyed the music. So did Angie's dad.

Finally, they went to Jack's house and cleaned his room. They felt very proud of themselves. But now that all the painting and practicing and picking up was done, it was too late to go back to story hour.

So they had one of their own!



Activities

- 1. Talk About It** Why do you think Jack, Angie, and Melden went home to finish their chores?
- 2. Write About It** Write a sentence about what you liked best in the story.



Read a Map Key

► **Vocabulary**
map key
symbols

A map can show where places are in a neighborhood. A **map key** helps you find the places.

Learn the Skill

Step 1 The places and things on a map key are shown by symbols. **Symbols** are pictures that stand for real things.

Step 2 Look at each symbol on the map key. Read the words. What real thing does each symbol stand for?

Step 3 Find a house symbol on the map. Each house symbol shows where a real house is.

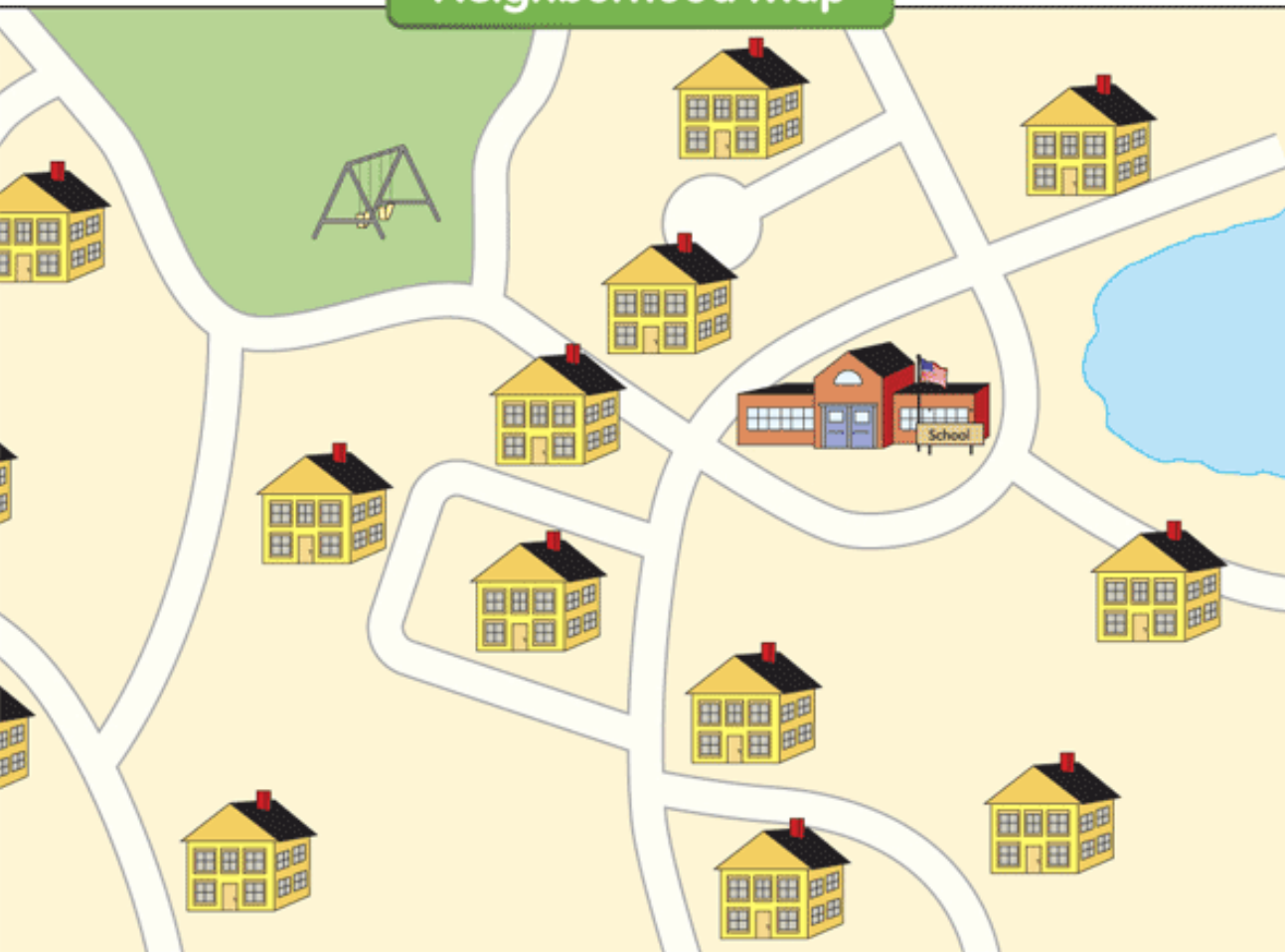


Practice the Skill

Look at the map and the map key.

- 1 Choose a symbol on the map. Use the map key to tell what the symbol stands for.
- 2 Use your finger to trace a route between the school and the park.

Neighborhood Map



Core Lesson 4

Vocabulary community

Reading Skill Classify

A Community

Build on What You Know

Are there fire stations and schools near where you live? Who are the people who work nearby?

Community Life

Your family lives in a community. A **community** is a place where people live and work together.



STANDARDS

SS.D.2.1.1.1.1 Different types of work



Community Helpers

You help at home and at school.

Communities have helpers too. Helpers do jobs that make the community a nice place to be. Some helpers keep us safe. Others help keep a community clean.



Rosemary Cloud is a fire chief in Georgia.



Catherine Beyers is a librarian in Wisconsin.

Review Why are helpers important in the community?



**Nurses and doctors
help us stay healthy.**



**Workers help keep a
community looking nice.**



**Postal workers
make sure
people get
their mail.**

Community Places

A community has many places where people can go. Your school is a place in your community. A community can have a library and a hospital. Some communities have a center where all people can go.



Review What places in your community have you been to?

Lesson Review

- 1 Vocabulary** Name three places in your **community**.
- 2 Main Idea** What do community helpers do?



Activity Choose a community helper. Act out what that helper does. Ask a classmate to guess who you are.



FIRE CHIEF ROSEMARY CLOUD



Chief Cloud says, "Helping people is the thing I like best."



Let's meet a community helper with a big job. Rosemary Cloud is the fire chief in East Point, Georgia. Rosemary Cloud is the first African American woman in the United States to become a fire chief.



Activities

- 1. Talk About It** Tell how firefighters show they care.
- 2. Read About It** Look in your library for a book about firefighters.



Technology Read more biographies.
www.eduplace.com/kids/hmss/

Core Lesson 5

Vocabulary country

Reading Skill Cause and Effect



STANDARDS

SS.A.4.1.4.1.1 Reasons for moving

Moving to New Homes

Build on What You Know

Has your family ever moved to a new place? How did your life change in the new place?

Families Move

Many families move from one place to another. Sometimes a family moves to the United States from another country. A **country** is a land with its own people, leaders, and rules.



Why People Move

People move for different reasons. Some people move to get better jobs. Some people move to be near their family.



Meet the Lemos family. Katia and Timoteo Lemos moved to the United States from Brazil. They moved to find better jobs.

The Lemos family lives in Massachusetts.



Skill Reading Maps Trace the route from Brazil to the United States. What ocean do you cross?

Review Why do you think it would be hard at first to move to a new country?

Moving to the United States

Long ago, many people came to North America from different countries. People are still coming to the United States with new ideas and new ways of living.



People Moving to the United States

In 1960, most people came from these countries:

Italy
Germany
Canada
Great Britain
Poland

In 2000, most people came from these countries:

Mexico
Philippines
China
India
Cuba



New People Bring New Things

A community can learn new things when people move there. People bring their language. They bring their music and clothing. They bring their special foods.



Review What do people bring with them when they move to another country?

Lesson Review

1 Vocabulary Tell about someone you know who moved here from another **country**.

2 Main Idea Why do people move?



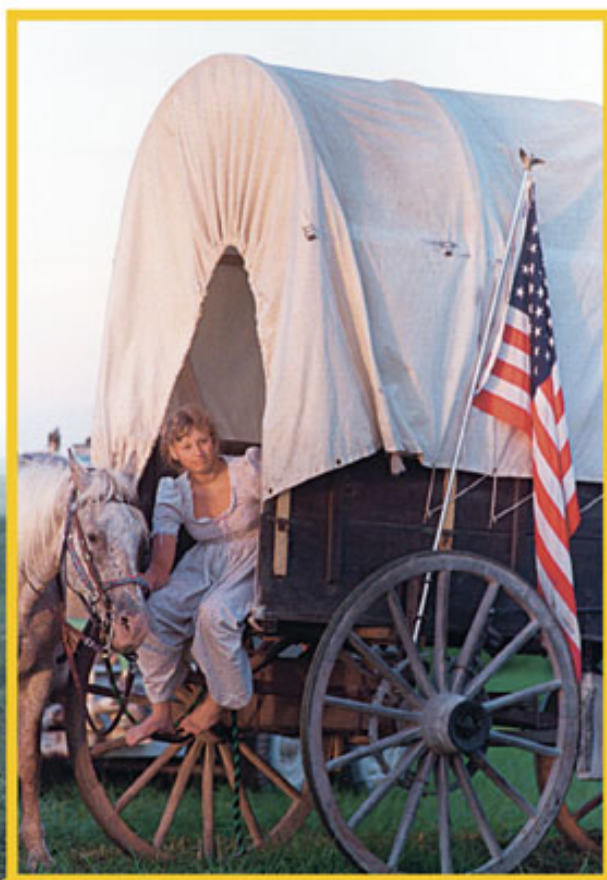
Activity Make a poster showing ways you could welcome a new classmate.



Moving Then and Now

Many years ago people moved in wagons pulled by strong animals. The wagons were small. Families could bring only a few things.

Today many families can use big trucks to move to a new place. Now people can take most of their things.





Activities

- 1. Draw It** Draw pictures of things you would take to a new home.
- 2. Write About It** Write a sentence about moving then and now.

Big Idea

The
Big
Idea

FCAT Tip Answer easy questions first.

I belong
to a . . .



Family



School



Community



I follow rules and leaders. I help others.

Tell the words that are missing from the sentence.

1. You belong to a _____, a _____, and a _____.
(pages 26, 36 and 54)

2. At school, you follow _____ and _____.
(pages 44 and 45)

Facts and Main Ideas

3. Who are the leaders at your home and school?
(page 44)

4. What are some home and school rules? (page 45)

5. Who are some community helpers? (pages 55 and 56)

Vocabulary

Write the letter or word for each correct answer.

6. A person who helps others work together

7. Something that tells people what they must do

8. A group of people who care about each other

9. Work that a person can do

A. **country** (page 60)

B. **rule** (page 45)

C. **job** (page 37)

D. **leader** (page 44)

E. **family** (page 26)

Test Practice

10. What does the word **community** mean?

A. a classroom job

B. a rule for many people to follow

C. a place where people live and work

D. a school leader

Critical Thinking

Compare and Contrast

11. Which rules at home are different from school rules?

(page 45)

Skillbuilders

Read a Calendar



12. What month does this calendar show?

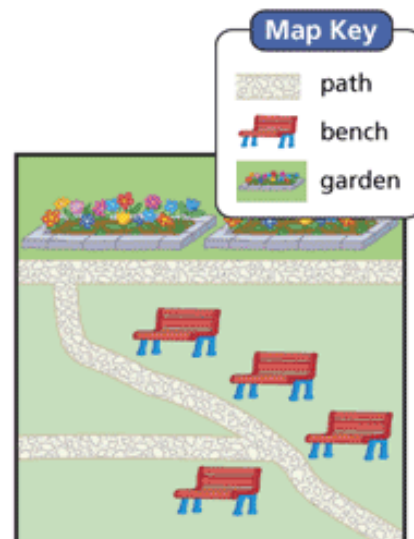
13. What day is Memorial Day?

14. How many days are there between May 10 and May 17?

Read a Map Key

15. How many benches are in Oak Park?

16. What is the symbol for garden in the map key?



Unit Activity

The
Big
Idea

Community Helper Puppets

Think of some helpers in your community.

- 1 Draw a picture of a community helper.
- 2 Cut and paste the helper to a stick.
- 3 Have your puppet talk about its work.



In Your Classroom

Look for these Social Studies Independent Books in your classroom.



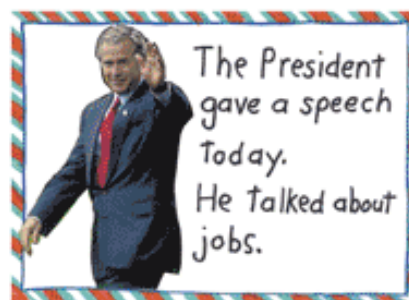
CURRENT EVENTS

WEEKLY WR READER

Current Events Project

Use news articles.

Create a **People in the News** report.



Technology

Read articles about current events at www.eduplace.com/kids/hmss/

At the Library

Look for these books at your library.

On the Town: A Community Adventure

by Judith Caseley

Jalapeño Bagels

by Natasha Wing

UNIT 2

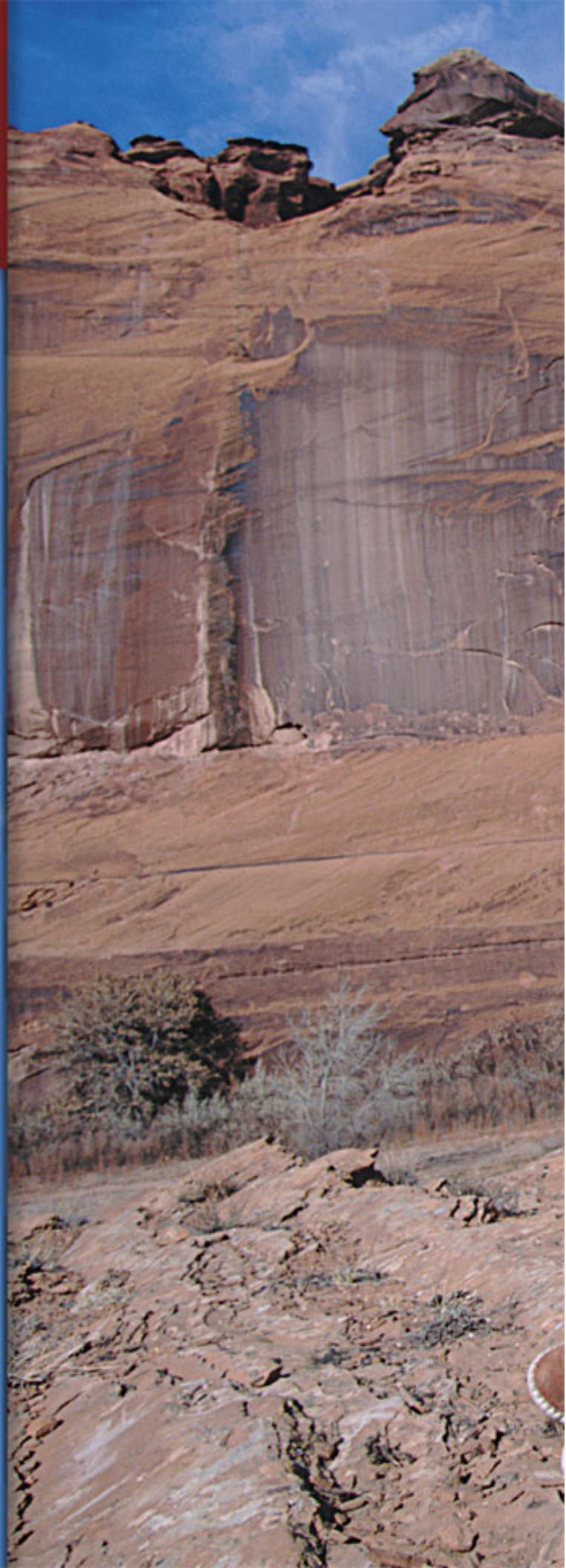
Where We Live

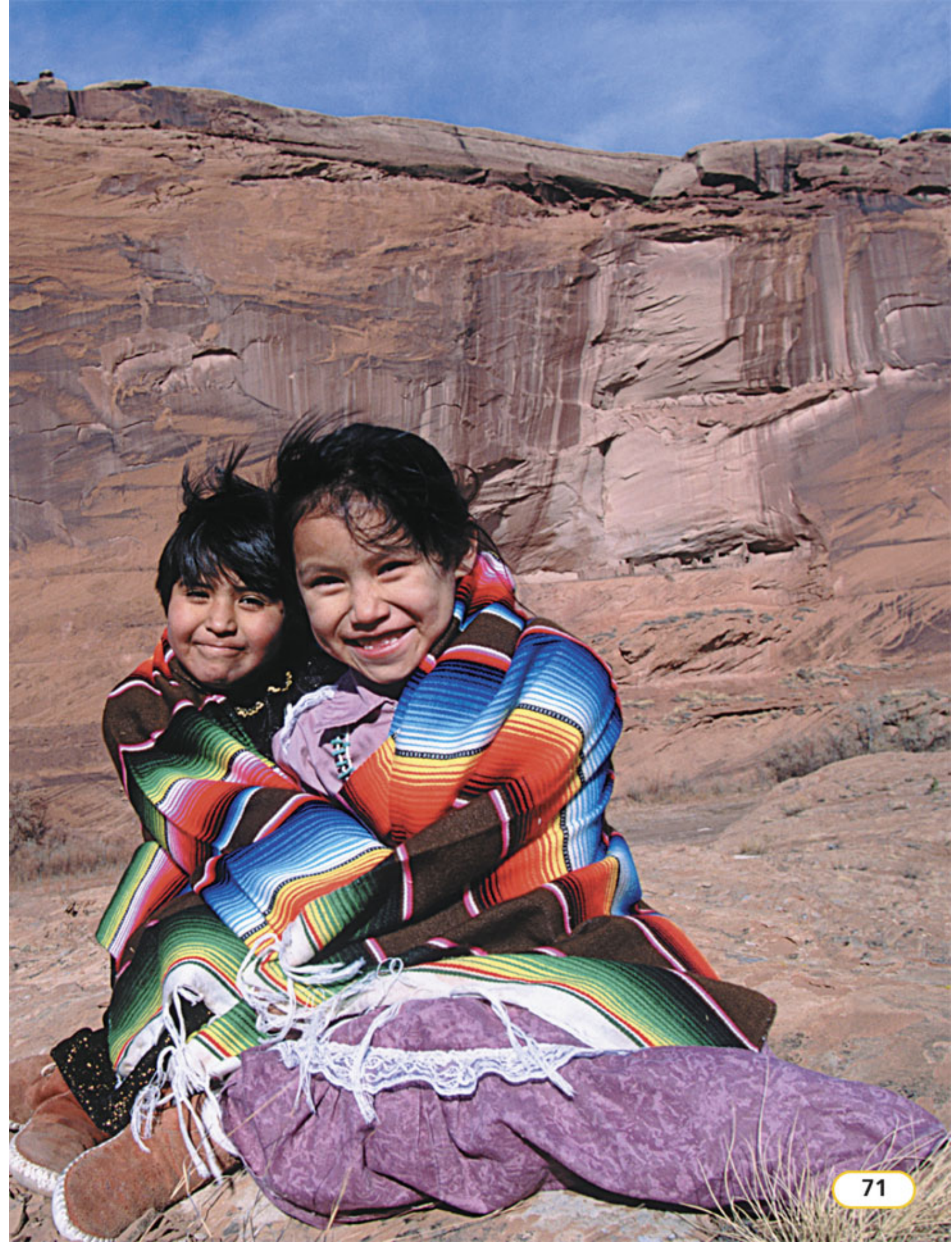
Don't you think that someone had a very funny notion to go and name our planet *Earth* when most of it is ocean?

"Our Planet Earth"
by Aileen Fisher

The
Big
Idea

What do you know
about Earth and
its people?





Unit 2

Where We Live

Vocabulary Preview



Technology

- e • glossary
- e • word games

www.eduplace.com/kids/hmss05/



continent

A **continent** is a very large area of land. The continent where you live is called North America.

page 76

mountain

A **mountain** is land that is higher than all other land around it. page 82



Reading Strategy

Predict and Infer Use the predict and infer strategy in Lessons 1,2,3, and 4.

Summarize Use the summarize strategy in Lessons 5,6, and 7.



natural resource

Water is a **natural resource** that people use every day. page 88

season

Summer is a **season** that can have hot weather. page 97



LA.A.1.1.1.1 Predictions
LA.A.1.1.4.1 Using strategies

Vocabulary

ocean

continent

**Reading Skill**Compare and
Contrast

Our Earth

Build on What You Know

The world is where you live. What do you know about the world?

Earth, Our World

Earth is another name for the world where we live. It is made up of land and water. The globe shows Earth's land and water.



**A globe is a model
of Earth.**

**STANDARDS**

SS.B.1.1.2.1.1 Map—place relationship



The World



Skill Reading Maps **How can you tell land from ocean on this map?**

Oceans

There is more water than land on Earth. The areas of water on the globe and on the map are oceans. An **ocean** is a large body of salty water. Earth has four oceans.



Review In what way is a globe like Earth?

The World



Skill Reading Maps What are the names of the continents?

Continents

A very large area of land is called a **continent**. Earth has seven continents. Find them on the map. Our country is part of the continent called North America.



Review Which oceans touch North America?

Continents



North America
South America
Africa
Europe
Australia
Antarctica
Asia

Oceans



Pacific Ocean
Atlantic Ocean
Arctic Ocean
Indian Ocean

Lesson Review

- 1 Vocabulary** Tell something you know about **continents** and **oceans**.
 - 2 Main Idea** What do we call the areas of land and water that we see on a globe?
-  **Activity** Write a sentence telling what continent you live on.



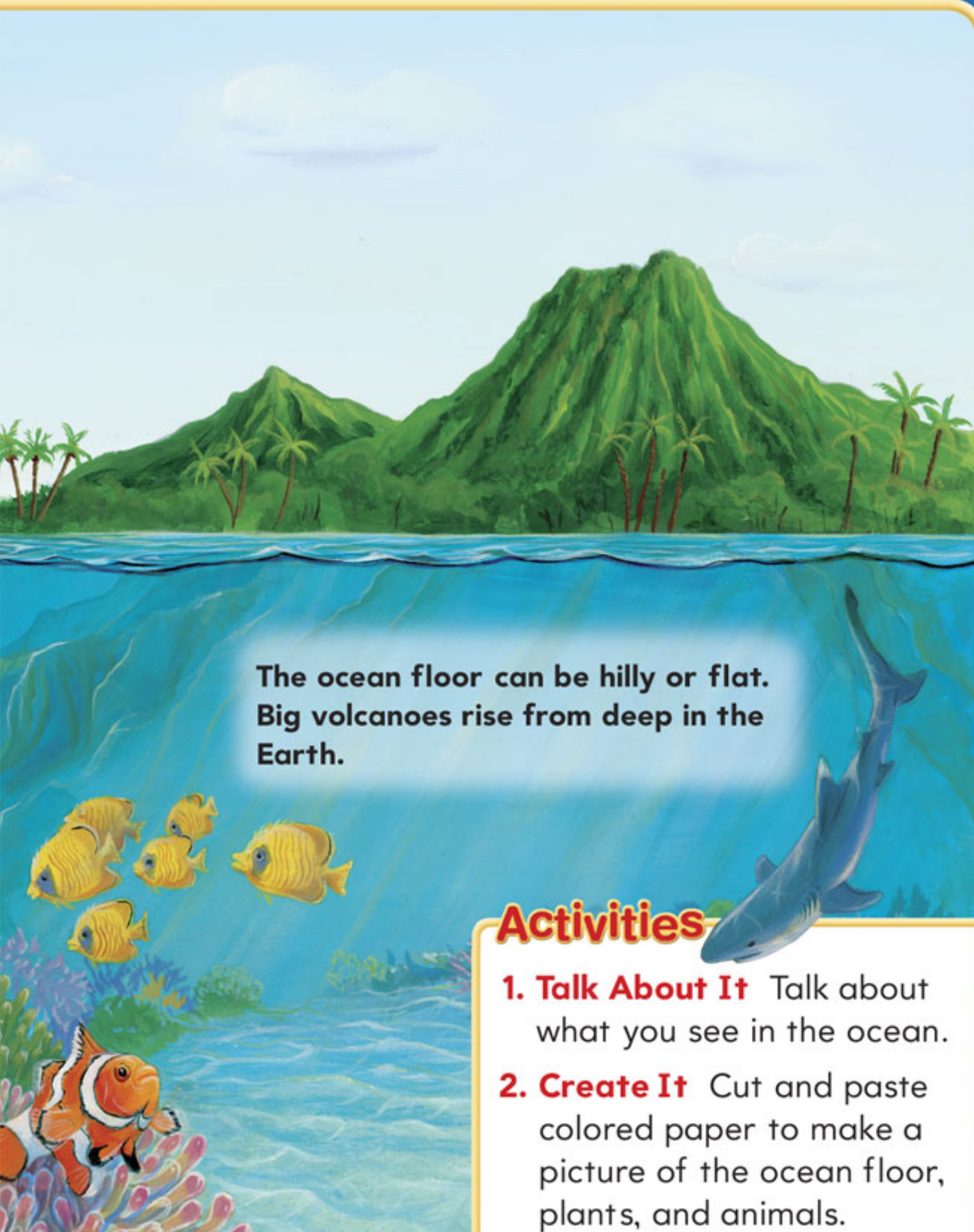
The Pacific Ocean



Let's explore the world's biggest **ocean**. It touches the five continents of North America, South America, Antarctica, Australia, and Asia.

There is a big colorful world of plants and animals under the ocean waves.





The ocean floor can be hilly or flat.
Big volcanoes rise from deep in the
Earth.

Activities

- 1. Talk About It** Talk about what you see in the ocean.
- 2. Create It** Cut and paste colored paper to make a picture of the ocean floor, plants, and animals.



Compare Globes and Maps

► Vocabulary globe

We all live on Earth. Earth is round like a ball.

Learn the Skill

A **globe** is a model of Earth. A model is something small that looks just like a bigger object.

Step 1 The globe is round like a ball. The blue parts of the globe show water. The other color areas show the land.

Step 2 Look at the map of the world. It is flat. It shows Earth's land and water too. Find some water and some land on the world map.



Practice the Skill

Look at the globe and the map of the world.

- 1 Tell two ways that the globe and the map of the world are the same.
- 2 Tell one way that they are different.

The World



Vocabulary

mountain

plain

river

lake



Reading Skill

Compare and
Contrast

STANDARDS

SS.B.1.1.3.1.1 Similarities,
differences in environments
SS.B.1.1.4.1.1 Regions

Our Land, Our Water

Build on What You Know

Think of the land around your school. Is it flat or hilly?

Mountains and Plains

Earth is made up of different kinds of land. A **mountain** is land that is higher than the land around it.



Mount McKinley is in Alaska.



A **plain** is a large, flat land area. Some plains are grassy. Other plains have good soil for farming. Plains can be high land or low land.

Review What do you know about mountains and plains?

Nebraska has high grassy plains.



Rivers and Lakes

Earth has different kinds of water. A **river** is fresh water that moves across the land. It may empty into a lake, another river, or an ocean. The Mississippi River is one of the longest rivers in the United States.



Steamboats carry people and things on the Mississippi River.





A **lake** is a body of water that has land around it. Some lakes are huge. Look at the map of the Great Lakes.

Review What is the difference between a river and a lake?



Lesson Review

- 1 **Vocabulary** Tell how a **river** is different from a **lake**.
- 2 **Main Idea** What kind of land and water can you find on Earth?



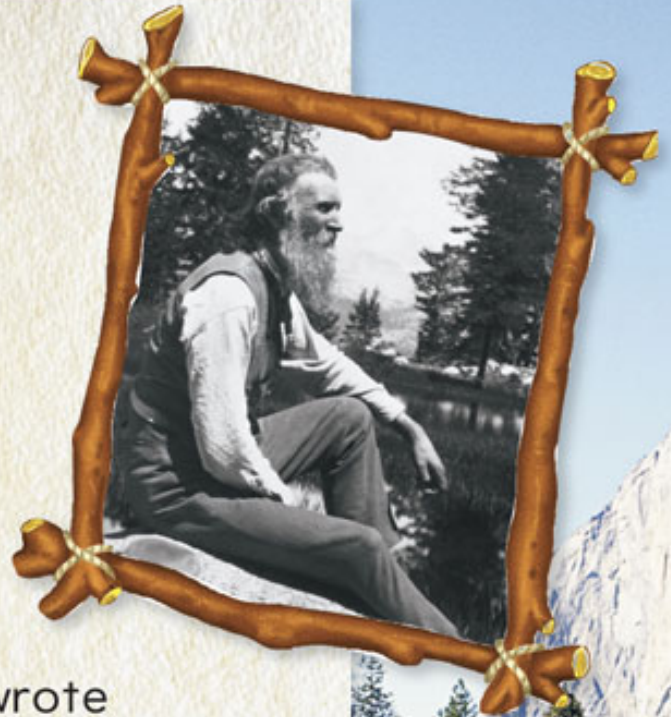
Activity Draw a picture showing plains and mountains.

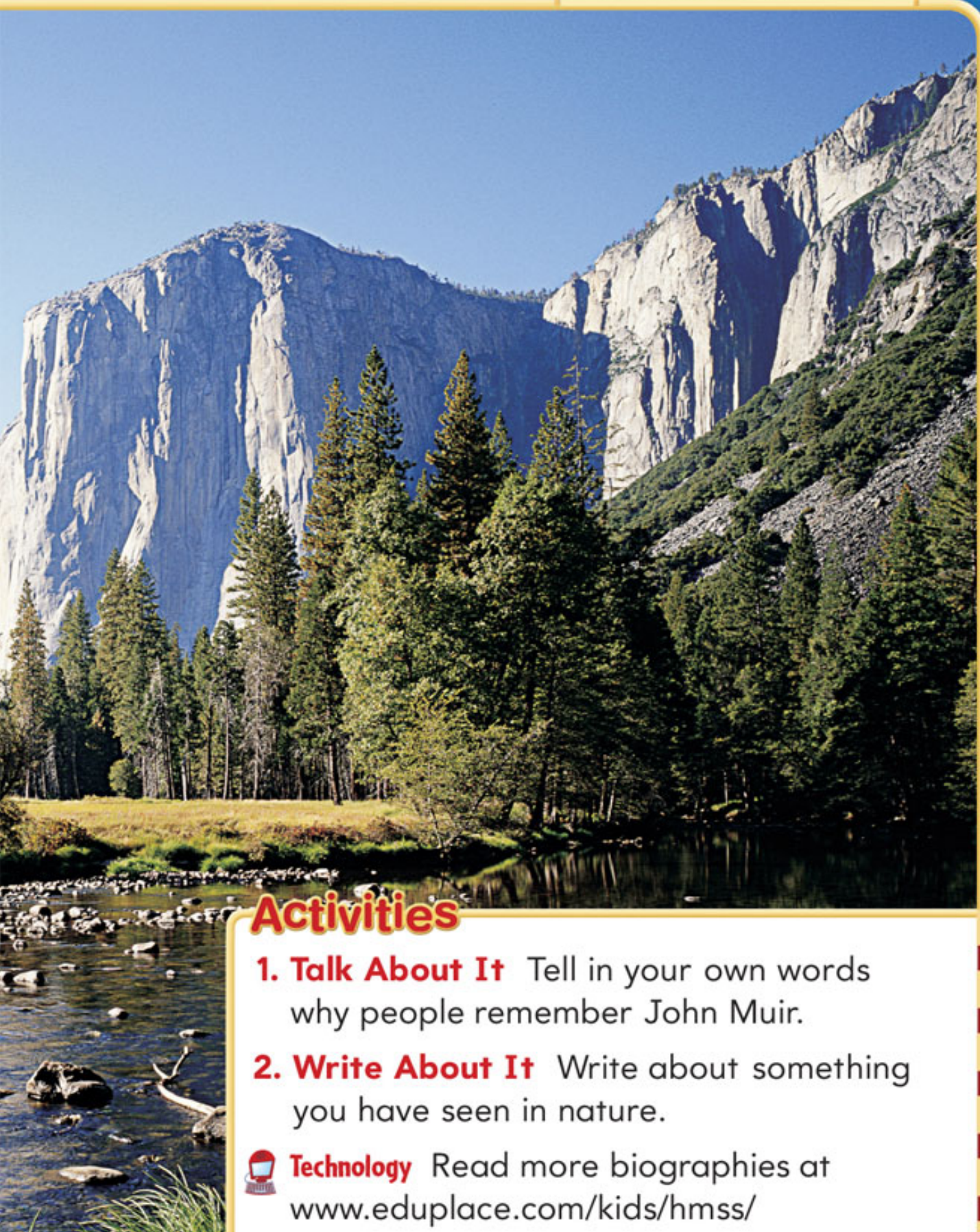


John Muir

John Muir liked to walk in the woods and fields. He loved to learn about plants and animals.

Yosemite Valley was one of John's favorite places. He wrote articles telling people that it should be a national park. In 1890 John's dream came true. One day you might visit Yosemite National Park in California.





Activities

- 1. Talk About It** Tell in your own words why people remember John Muir.
- 2. Write About It** Write about something you have seen in nature.



Technology Read more biographies at www.eduplace.com/kids/hmss/

Core Lesson 3

Vocabulary

natural
resource



Reading Skill
Cause and Effect



STANDARDS

SS.B.2.1.4.1.1. Natural resources

Natural Resources

Build on What You Know

People use water and wood every day in many different ways. You use wooden pencils and you drink water.

Earth Has Natural Resources

Plants, soil, and water come from nature. Earth has natural resources. A **natural resource** is something in nature that people use.





Review What things do you see in your classroom that come from wood?

People Use and Save Resources

Oil and coal are found  under the ground. People can use those natural resources to heat homes and buildings. Oil can be made into gasoline. People use gasoline in their cars.



This man is digging coal under the ground.

These children pick up trash that could wash back into the ocean.



Many people work to save natural resources such as water. They also work to replace trees that have been cut down.

Review What can you do to save water and other natural resources?



Lesson Review

1 **Vocabulary** Tell something you know about a **natural resource**.

2 **Main Idea** What do people do with natural resources?



Activity Use pictures and words to make a poster that shows people working to save water.



Economics

What Comes from Trees?

Trees are an important natural resource. Many things you see and use every day come from trees.



Fruits such as apples and peaches come from trees.



Wood can be used to make pencils.



Parts of this house are made from wood.



Wood can be ground into pulp to make paper for books.



Violins are made from wood.

Wood can be shaped into furniture.



Activities

- 1. Write About It** Make a list of things you see in your classroom that come from trees.
- 2. Make It** Draw pictures or use magazines to make a mobile that shows the many things that come from trees.



Read a Chart

► **Vocabulary**
chart

Charts use words or pictures to show information.

Read the **chart** to find out how people use natural resources.

Learn the Skill

Step 1 The title tells you that this chart is about natural resources.

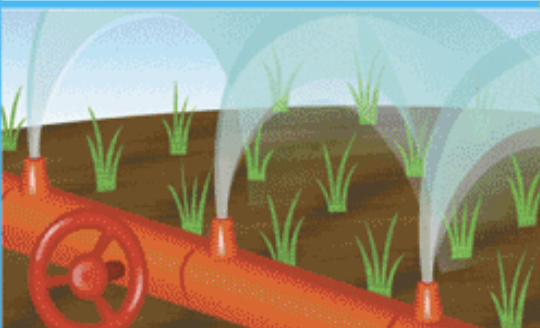
Step 2 The labels under the title tell what information is in the chart. The labels show ways people use plant and water resources.

Step 3 Look at the first row of pictures on the chart. You see trees used for wood. What is the water used for?

Practice the Skill

Read the chart. Answer the questions.

- 1 What are some ways people use plants as natural resources?
- 2 What are some ways people use water resources?

Natural Resources	
Plants	Water
 trees for wood	 water to drink
 plants for food	 water for plants

Core Lesson 4

Vocabulary

weather
season

Reading Skill

Cause and Effect



STANDARDS

SS.B.2.1.1.1 Similarities, differences
in communities

Weather and Seasons

Build on What You Know

Look out the window. Is it sunny or cloudy? People like sunny days for working and playing outside.

Weather

Weather is what it is like outside. Weather is always moving and changing. Winds cause the weather to change. Rain, wind, clouds, and temperature are all part of weather.



sunny



rainy



snowy



cloudy

Seasons

A **season** is a time of the year. Fall, winter, spring, and summer are the four seasons.



Each season has different weather.

Review What season is it now?



Dressing for the Weather

Seasons and weather
change how people live.



Children wear warm clothes in cold weather. They can go to the beach in hot weather. People may have to change their clothes because of weather.

In the United States, winter can be cold or hot. It depends on where you live.



Los Angeles

Temperatures on a February Day

Miami, Florida	73°
Chicago, Illinois	30°
Los Angeles, California	65°
Atlanta, Georgia	57°

Review What is winter weather like where you live?





Lesson Review

- 1 Vocabulary** Write a sentence using the words **weather** and **season**.
- 2 Main Idea** In what ways does weather change how people live each season?



Activity Make a picture book about the four seasons where you live.



What Will the Weather Be?

Then

Long ago, there were no weather reports.

People could not find out if rain or snow were coming. They did have some old weather sayings.



Cows lying down
Good chance of rain



If anthills are high in July,
Winter will be stormy.

Now

Today weather reporters find out what the weather will be. They use satellites and computers. Satellites take pictures of weather across the world. The pictures show where big storms are.

Activities

- 1. Create It** Make a chart that shows all the days of the week. Write or draw pictures that show what the weather is like each day.
- 2. Read About It** Find books about weather at the library.

Core Lesson

5

Vocabulary

city

town

suburb



Reading Skill Classify

STANDARDS

SSB.2.1.1.1.1 Similarities, differences in communities

City, Town, Suburb

Build on What You Know

What does your community look like?

Living in a City

A **city** has many people and buildings that are very close together. A city is a busy community. A city has many streets, and places to shop and eat. Many people live and work in cities.



San Francisco, California





The main street of a town

Living in a Town

A **town** is a smaller community than a city. Houses and buildings are not as close together. There are fewer people, shops, and streets.



A **suburb** is a town that is close to a city. Some towns and suburbs have farms.

Review How are cities different from towns?

Skill Reading Maps Use the picture map to compare cities, towns, and farms.

Map Key



city



town



farm



people





Lesson Review

- 1 Vocabulary** Tell something you know about a **city**.
 - 2 Main Idea** Use the map to tell the differences between a city and a town.
-  **Activity** Write about your community. Tell if it is a city, suburb, or town. Tell about some places in your community.



Small Town, Big City

Can you believe that this big city used to be a small town?

Here is San Francisco today. It is built on hills by the water. Millions of people live here. There are skyscrapers, bridges, homes, trains, boats, and cars. What else is different than long ago?





This is a picture of San Francisco about 150 years ago. It was a small town by the water. Fewer than 1000 people lived here. There were only a few small houses. You can count the number of roads you see.



Activities

- 1. Talk About It** Tell ways a town grows to become a city.
- 2. Build It** Build a model of a town long ago and a city today.



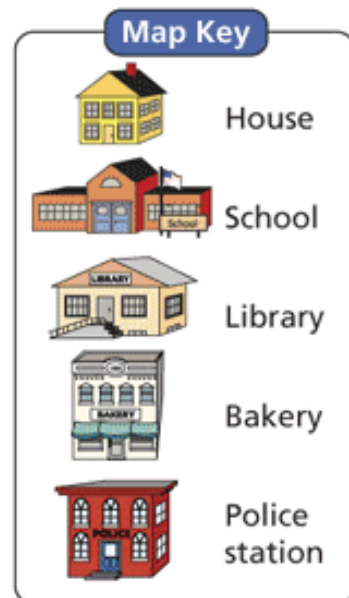
Find Near and Far

Vocabulary **distance**

Maps show the distance between things. **Distance** is the measure of how near or far something is from one place, or point.

Learn the Skill

- Step 1** The school is one place, or point, on the map. Put your finger on the school.
- Step 2** Put another finger on the police station. The police station is near the school.
- Step 3** Now look at the library. The library is far from the school.

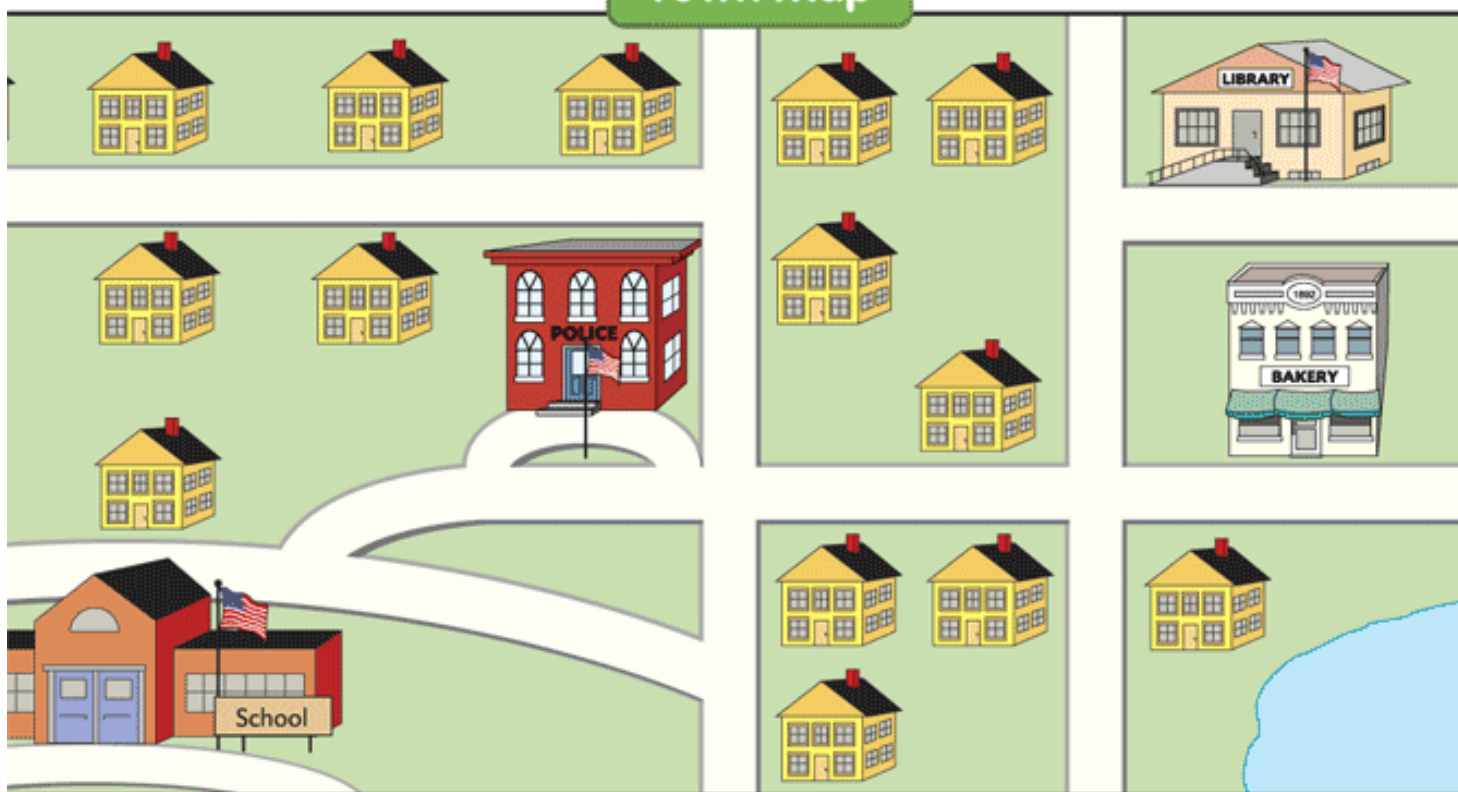


Practice the Skill

Follow the directions to compare distance.

- 1 Put one finger on the school. Put another finger on the bakery. Is the bakery near or far from the school?
- 2 Look at the bakery. Is the library near or far from the bakery?

Town Map



Core Lesson 6

Vocabulary

state

citizen

Reading Skill

Main Idea and Details



Our Country

Build on What You Know

Do you know the name of our country?

The United States

Our country is called the United States of America. Look at the map. The United States is made up of 50 smaller parts called states. A **state** is made up of cities, suburbs, and towns.



STANDARDS

SS.B.1.1.1.2. Location of hemisphere, country





Skill Reading Maps Where is your state?

You Are a Citizen

You are a citizen of the state where you live and the country where you were born. A **citizen** is someone who belongs to a community, a state, or a country.



Review Which state are you a citizen of?

Land and Water in the United States

Each state has different kinds of land and water. The United States is a big country. It stretches from the Atlantic Ocean to the Pacific Ocean.



California: The Sierra Nevada is a group of mountains in the state of California.

Florida has ocean beaches and lakes.





Illinois: The states in the middle of the country have farmland, lakes, and rivers.



New York: The biggest city in New York State is New York City. It has a busy harbor.

Review How can you tell that the United States is a big country?

Lesson Review

- 1 **Vocabulary** Use the words **citizen** and **state** in a sentence.
 - 2 **Main Idea** How many states are in the United States?
-  **Activity** Write a sentence about your state. Tell why you like living there.



Make a Passport

People from the United States must have a passport to visit other countries.

A passport shows the country where you live.





You can make believe you have a passport.

Step 1 Fold a piece of paper in half.
Write **My Passport** on the cover.

.....

Step 2 Draw a picture of your face on
the inside.

.....

Step 3 Write your name, address, and
the country where you live.

Which country would
you like to visit with
your passport?



 Vocabulary
neighbors**Reading Skill**
Compare and Contrast**STANDARDS**

SS.A.1.1.1.1. Different cultures over time

Our Country's Neighbors

Build on What You Know

The United States has two countries that are near it. The people of those countries are like people who live near you.

Canada and Mexico

Canada and Mexico are neighbors of our country.



Neighbors are people who live near each other. Canada is the neighbor to the north. Mexico is the neighbor to the south.



Canada, United States, and Mexico



Skill Reading Maps What kind of land is found in all three countries shown on this map?

Review How are Canada, the United States, and Mexico alike?



People Are Alike and Different

The people in Canada, the United States, and Mexico are alike and different in many ways. They have jobs. Children go to school.



In each country people speak different languages. They have different beliefs. They have different holidays.

Children read at school in Mexico.





Children have a birthday party in the United States.

Review In what ways are people in the three countries alike?



Children play hockey in Canada.

Lesson Review

- 1 **Vocabulary** Write something you know about our country's **neighbors**.
- 2 **Main Idea** In what ways are the people of Canada, the United States, and Mexico different?



Activity Draw a map of North America. Write Canada, the United States, and Mexico on your map.



Primary Sources

Flags and Holidays

Did you know that every country has its own flag? People celebrate their country's birthday with flags and parades. In Canada, Mexico, and the United States, people wear colors of their flag.



Canada Day is on July 1 each year.





Mexican Independence is celebrated on September 15 and 16.



Independence Day in the United States is on July 4.



Activities

- 1. Tell About It** Compare the flags of Canada, Mexico, and the United States.
- 2. Draw It** Draw pictures or tell about ways your family celebrates Independence Day.



Technology Find more primary sources at www.eduplace.com/kids/hmss/

Big Idea

The
Big
Idea

FCAT Tip

Read each question
two times.

Use the chart to answer the questions.

1. What does a globe show? (page 74)
2. What continent do we live on? (page 76)
3. A country has _____, towns, and farms. (page 102)

Facts and Main Ideas

4. What kinds of land are on Earth? (pages 82 and 83)
5. What kinds of water are on Earth? (pages 75, 84, and 85)
6. In what ways do seasons and weather change how people live? (page 98)

Vocabulary

Write the letter or word for each correct answer.

- 7. Africa is a _____ .
- 8. Trees are a _____ .
- 9. A _____ is a time of the year.
- 10. An _____ is a large body of salty water.

- A. **season** (page 97)
- B. **state** (page 110)
- C. **continent** (page 76)
- D. **ocean** (page 75)
- E. **natural resource** (page 88)

Test Practice

- 11. What does the word **citizen** mean?
 - A. A place with many people living in it
 - B. A person who belongs to a state or a country
 - C. A place that is hot and wet in summer
 - D. Another name for a continent

Critical Thinking

Cause and Effect

- 12. Why do people try to save water and trees?
- 13. What makes cities grow bigger and bigger?

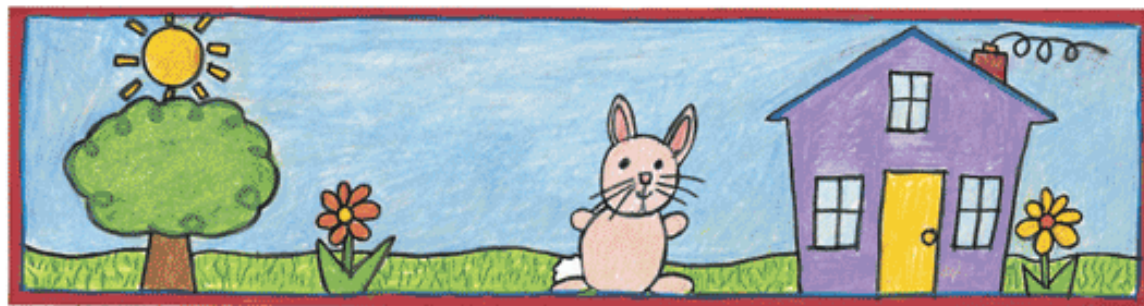
Skillbuilders

Compare Globes and Maps



14. Find a continent on the globe and on the map. What is its name?
15. Which ocean is between Africa and Australia?

Find Near and Far



16. Is the rabbit near the house or far from it?
17. The tree is _____ from the house.

Unit Activity

The
Big
Idea

Global Address Envelope

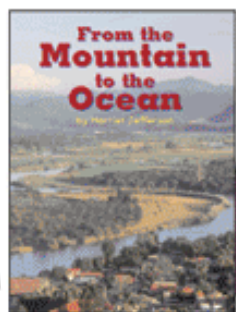
Your global address is where you live in the world.

- 1 Fold a big sheet of paper in half to make the envelope.
- 2 Write your name, street, town, state, country, world.
- 3 Make a stamp.

Kim Lee
21 Green Street
Atlanta, Georgia
United States
Earth

In Your Classroom

Look for these Social Studies Independent Books in your classroom.



CURRENT EVENTS

WEEKLY WR READER

Current Events

Use news articles about places, such as cities or states. Make a poster of

Places in the News.



Technology

Read articles about current events at www.eduplace.com/kids/hmss/

At the Library

Look for these books at your library.

A Cool Drink of Water

by Barbara Kerley

Maps and Mapping

by Barbara Taylor

UNIT 3

World of Work

Everything costs money,
Nothing is free today;
So save your dimes
and pennies—
You always have to pay.

—From “You Always Have to Pay”
by Lois Lenski

The
Big
Idea

What choices do
people make to get
the things they want?





Unit 3

World of Work

Vocabulary Preview



Technology

- e • glossary
- e • word games

www.eduplace.com/kids/hmss/

goods

Goods are things we buy or use. A supermarket sells many goods such as vegetables and fruit.

page 139



services

The post office has many mail **services**.

page 139

Reading Strategy

Monitor and Clarify Use the monitor and clarify strategy in Lessons 1, 2, and 3.

Summarize Use the summarize strategy in Lessons 4 and 5.

save

Many children **save** money for things they want. page 147



factory

A **factory** is a building where workers use machines to make goods. Toys are made in a factory. page 154



RC.2.4 Use context
RC.2.7 Retell central ideas

Vocabulary

needs

scarcity

wants



Reading Skill

Compare and
Contrast Standards

SS.B.2.1.3.1.1. Families meet needs

SS.D.1.1.1.1.1. Scarcity

Needs and Wants

Build on What You Know

Every person needs food. What is your favorite food?

Needs

Needs are things we must  have to live. We need food, clothing, and shelter. People work to earn money. They use money to buy what they need. Families do not always have enough money to buy all they want. That is called **scarcity**.



Things People Need

Needs	North America	Africa	Asia
Shelter			
Food			
Clothing			

Review Why do people work to get money?

Wants

Wants are things we would like to have.
Families make choices about how to spend money for what they want.



Help Jill make a choice about what to buy.

Jill has one dollar saved in her bank.



She wants to get another fish for her fishbowl.



Today she saw a book she wants.



Look at the prices of the fish and the book. What can Jill do with her money?

Review What choice would you make and why?



Lesson Review

- 1 **Vocabulary** Name two **needs** that families have.
 - 2 **Main Idea** Why do families have to make choices about ways to spend money?
-  **Activity** Write a story about a choice you made when you had money to spend.



A Scarcity of Scissors

CAST

Narrator

Andy

Maria

Ms. Lee

Lan

Deb



Narrator: Ms. Lee looked sad one day. She told her class, "I'm sorry to say—"

Ms. Lee: I counted scissors and I found there aren't enough to go around.

Deb: Let's share the scissors! That will do! I cut first, then Lan cuts, too.

Lan: But if we share, I have to wait. My art work will be very late.

Andy: There's money in our Class Fund. Let's buy scissors for everyone.





Maria: If that's a joke, it isn't funny.
We're buying a hamster with that money!

Andy: A hamster's not the only pet.
A goldfish would cost less to get.

Deb: Or we can save a little more!

Lan: And as we save, I guess we'll share.

Ms. Lee: We still have scarcity today. But
we've worked out our problem. Hooray!
Hooray!



Activities

- 1. Talk About It** Talk with a partner. Think of another way Ms. Lee's class could solve their problem.
- 2. Make It** Make a comic strip to retell this story.



Make a Decision

► Vocabulary decision

When people make a **decision**, they make choices.

Learn the Skill

Look at the picture. Read the steps and make a decision.

Step 1 Think about what is happening. Two children want to eat pie. There is only one slice of pie.



Step 2 Tell what the choices are.

- One child can eat the pie.
- The children can share the pie.
- No one can eat the pie.

Step 3 Think about each choice. Is it good for everyone? Decide on the best choice.

**Practice the Skill**

SS.C.2.1.1.1 Civic values

Look at the picture below and read the words. Help the boys decide what to do.

- 1 Think about what the boys could do. List the choices.
- 2 Think about each choice. Is the choice good for everyone?
- 3 Decide on the best choice. Tell why you think it is a good decision.

Can I
play?



Core Lesson 2

Vocabulary

sell
goods
services
volunteers



Reading Skill Classify

Standards

SS.D.1.1.3.1.1 Goods and services

Goods and Services

Build on What You know

You have been to a store where there are things to buy and people to help you.

Making Money

People work to earn money to buy things. People also sell things to get money. To **sell** means to give things for money.



GAS

Fruit & Vegetables

HARD

Goods and Services

Food, books, homes, cars, and shoes are goods. **Goods** are the things we buy or use. People may sell goods to make money.

A dentist and a taxi driver earn money for the services they do. **Services** are jobs people do to help others. People work to buy goods and get services. **Volunteers** are people who help others for no money. Can you name the goods and the services in the picture below?



Review What are two ways people can earn money to buy things they need?



Community Goods and Services

In your community there are places where you can get goods and services. Look at the chart on this page. It shows places where people get goods and services.



Goods	Services
Stores	Doctor's Office
Bakery	Library
Flower Shop	Hospital
Farm	Post Office
Gas Station	Town Hall
Yard Sale	Fire Station



Goods and Services Jobs

Some people have jobs making goods. Other people have service jobs. A mail carrier does a service job. Look at the children selling lemonade. Is this job selling goods or services?



Review What are places where you get goods and services?

Lesson Review

- 1 **Vocabulary** Make a list of **goods** you use every day.
- 2 **Main Idea** What is the difference between goods and services?



Activity Draw a picture of someone who works in a service job.



Thanh Lam

Thanh Lam of Honolulu, Hawaii, is a very successful business owner. In 2002 he won an award for being the best small business owner.

Thanh came to the United States from Vietnam with little money. He opened a sandwich shop. People in Honolulu loved the bread he baked. Soon Thanh was selling his goods to airlines and hotels.





A harbor
in Vietnam.



Mr. Lam says to his workers,
"Try to do your best. Work
hard. Be honest and keep
your word."

Activities

- 1. Think About It** Why do you think Thanh Lam had courage to start his own business?
- 2. Write About It** Write about a job that you would like to have.



Technology Read more biographies on
www.eduplace.com/kids/hmss05/

Core Lesson 3

Vocabulary

cost

save

Reading Skill

Main Idea and Details



Standards

SS.D.2.1.2.1.1 Know barter and payment

SS.D.1.1.4.1.1 Understands cost

SS.D.2.1.3.1.1 Knows ways to save money.

Buy, Trade, and Save

Build on What You Know

When you are ready to buy something, you find out how much money you have to spend.

Buying

When your family shops, they look at the cost of things. The **cost** is how much money is needed to buy something. People make buying choices by looking at the cost of the things they want to buy.



Trading

Sometimes people trade goods and services to get things they want. In school, you may like your friend's cookies and she likes your popcorn. You could trade the popcorn for the cookies.



Review Do you think it is better to buy things or trade things? Why?



I will dry
the dishes for
you today.

**These children
trade chores.**



Making Choices

Families have to make choices about what they can buy. Tina's parents want a new car because they have a new baby. Her family also wants to take a big summer vacation. Here are some things they talked about.



- They do not have money for both.
- Their car is too small and it is old.
- They can have a short vacation, but they want a longer vacation.

They chose to buy a new car. Why do you think they made that choice?



Saving Money

People often save money to buy things they want. To **save** means to put away and keep. People can save money in a bank. The bank is a safe place to keep money.



Review Why is it important to save money?

Lesson Review

- Vocabulary** Tell one way that you can **save** money.
- Main Idea** Why do people make choices when they want to buy something?



Activity Make a shopping list of 3 things that you want to buy. You can draw pictures or write words. Write down how much you think each thing costs.

Extend Lesson 3



Economics

A Doggy Bank

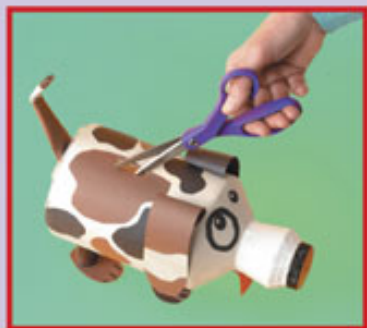
You can save money. Make a bank and watch your money add up!

Use a plastic milk or juice container with a cap.



Step 1

Make the container into a doggy bank. Add eyes, ears, a mouth, a tail, and some feet.



Step 2

Have your teacher cut a slot for coins and bills.



Step 3

Start putting your coins in the bank today!





ECONOMICS





Read a Graph

► **Vocabulary**
**picture
graph**

People compare costs before they buy things. A **picture graph** is a chart that can help you compare things.

Learn the Skill

This graph compares the costs of foods.

Step 1 Each picture of a dollar stands for one dollar. Count the dollar bills under the milk. It costs two dollars to buy the milk.

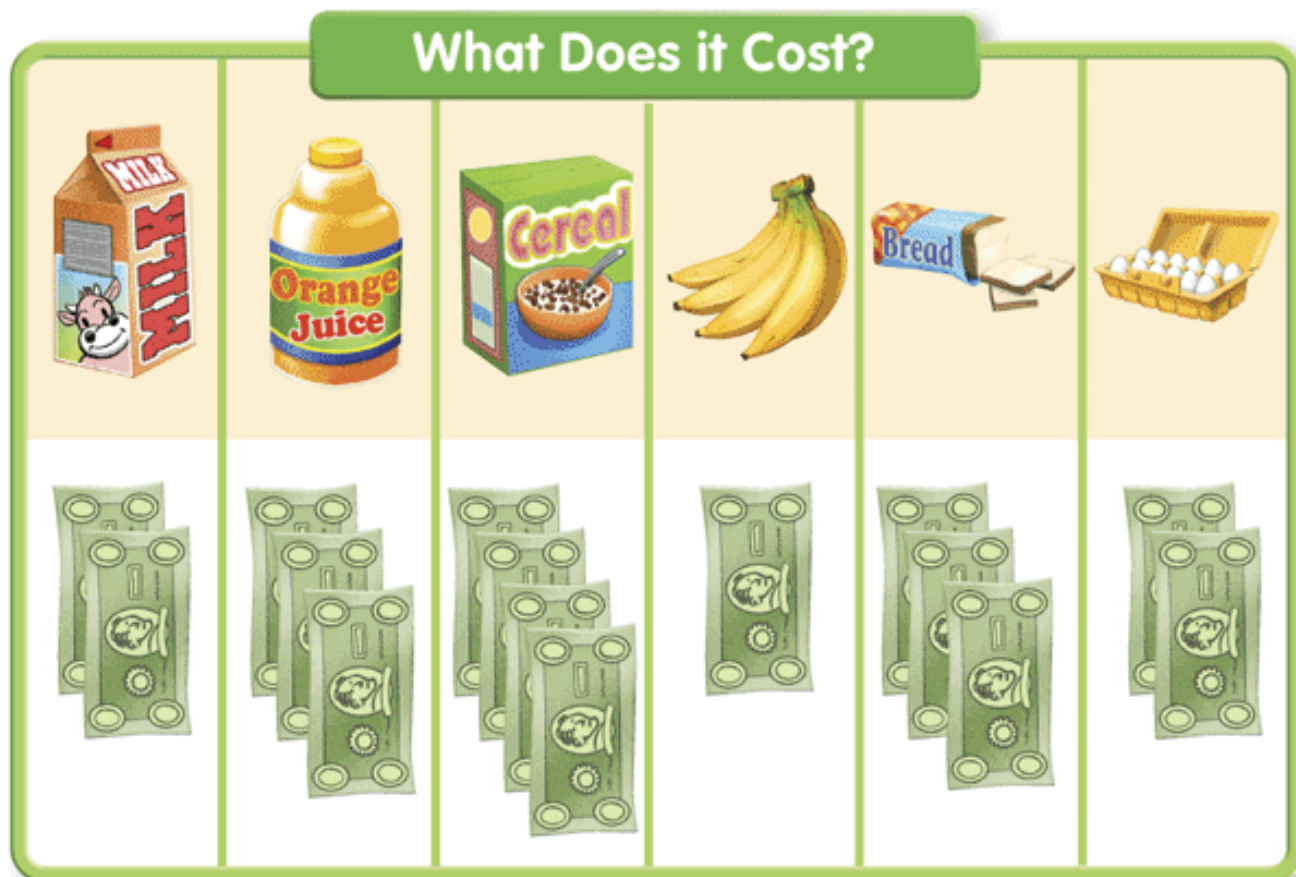
Step 2 There are three dollar bills under the orange juice. The orange juice costs three dollars. It costs more than the milk.

Step 3 There is one dollar bill under the bananas. They cost one dollar. They cost less than the milk.

Practice the Skill

Look at the graph below to compare costs.
Then follow the directions.

- 1 Which costs more, the eggs or the bread?
- 2 Which costs less, the cereal or the orange juice?
- 3 How much would it cost to buy milk and cereal? Count to find out.



Core Lesson 4

Vocabulary

worker

factory

Reading Skill

Cause and Effect



Standards

SS.D.2.1.1.1.1 Different types of work

All Kinds of Jobs

Build on What You Know

Think about the jobs of people you know.

Why People Have Jobs

Most adults have jobs. They work in offices or schools. They work at home or outdoors. Workers make goods or give services. A **worker** is a person who does a job.

People work to get the goods and services they want.



Mr. Chong is a mail carrier. He is paid money each week for his work. This shows what Mr. Chong did with his money this week.

Review What services do people buy?





Jobs at a Factory

This bread factory has many workers. A **factory** is a place where workers use machines to make goods. Some workers make the bread. Others put the bread in bags. The factory workers are paid for their work. Everyone's job is important.





Review Who are people who make goods?

Lesson Review

- 1 Vocabulary** Use the words **factory** and **worker** in a sentence.
- 2 Main Idea** What do people do to earn money to buy goods and services?



Activity Draw a picture of a toy factory.



Sarah Chang



Sarah Chang was only four years old when she began to play the violin. At five years old, she was playing in concerts! Sarah Chang is now one of the best violinists in the world.



Fernando Bujones

When he was young, Fernando Bujones (Boo-hoh-nayz) was not very strong. A visit to a doctor changed his life. One day a doctor told Fernando's mother that dance lessons would make him stronger. Fernando Bujones has worked as a famous ballet dancer and a teacher.

Activities

- 1. Talk About It** Tell about the responsibilities you would have in a job.
- 2. Draw It** Draw a picture of you as a worker.



Technology Read more biographies.
www.eduplace.com/kids/hmss/

Vocabulary

machine

seller

buyer



**Reading Skill
Sequence**



Standards

SS.A.3.1.3.1.1 Folktales and cultures

SS.D.2.1.1.1.1 Different types of work

Getting Food to Market

Build on What You Know

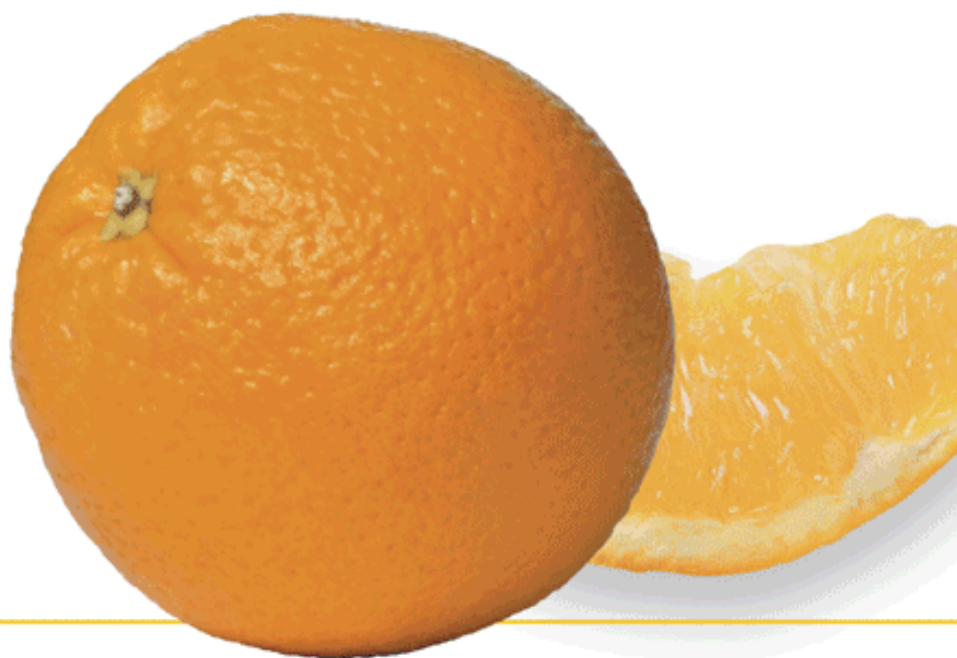
Did you ever wonder where orange juice comes from?

Getting Food from Other Places

Some food we eat is grown far away from where we live.



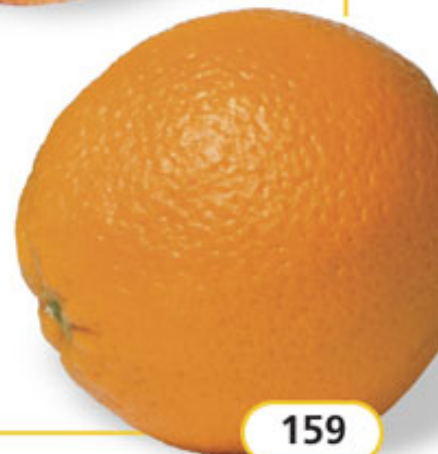
People grow food and send it to other states and even to other countries.



Look at the map. Most of the oranges and orange juice in the United States come from California and Florida.



Review Why do you think people want some food that is grown in other places?



From Tree to Table



It takes many workers and machines to get orange juice ready to drink. A **machine** is an object that does work for people.

When orange juice is ready, it is sent to stores. People who work at stores are sellers. A **seller** is someone who has goods and services that others can buy.

People who shop in the stores are buyers. A **buyer** is someone who pays money for goods or services.



1 Pick the oranges.



2 Move the oranges to the squeezing machine.



3 Put juice into containers.



4 Sell the juice.

Review Who are the buyers and sellers of orange juice at the store?

Lesson Review

1 Vocabulary Tell what a **machine** is.

2 Main Idea What steps does it take to get orange juice to homes?



Activity Draw a picture chart that shows how orange juice is made. Write sentences to go with your chart.



Stone Soup

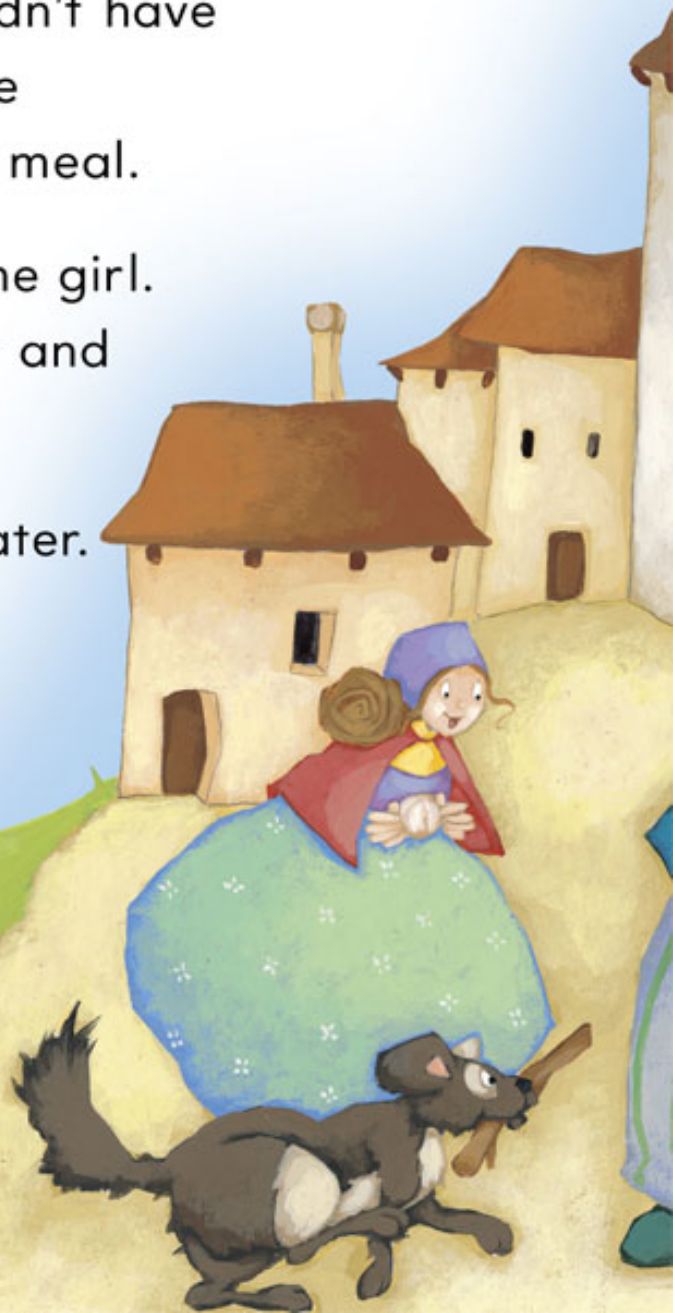
A folktale from Europe

Once upon a time, there was a long dry spell. The people of one village didn't have much food. A young girl solved the problem of scarcity for that day's meal.

"Let's make stone soup!" said the girl. "All we need is a big pot of water and wood for a fire."

Some people brought a little water. Others brought logs for the fire.

"Here I have a stone from the river," the girl said. Plop! She dropped the stone into the pot.



The water boiled. "This smells good," the girl said. "But it would be even better with a few onions."

A few people ran home. They came back with onions for the pot.



The water boiled. "This smells just right," the girl said. "But it would be even better if we had some carrots."

More people ran home. Each one came back with a carrot or two for the pot.

The girl stirred the soup. "This soup is almost done," she said. "If we just had some noodles..."

Three or four people ran off. Soon they came back with noodles for the pot.





The soup boiled. The girl served stone soup to everyone. When they had eaten the last drop, the girl plucked the stone from the pot. She wiped it off, and put it in her pocket.

"Tomorrow," she said, "we can make stone stew!"



Activities

- 1. Think About It** What is the main idea of the story?
- 2. Write It** Write a recipe for stone soup.



Skillbuilder

Use a Compass Rose

► Vocabulary

compass rose

People use maps to find directions to places they go. The **compass rose** on a map shows four directions: north, south, east, and west.

Learn the Skill

Look at the globe. Put your finger on the **X** before reading each step.

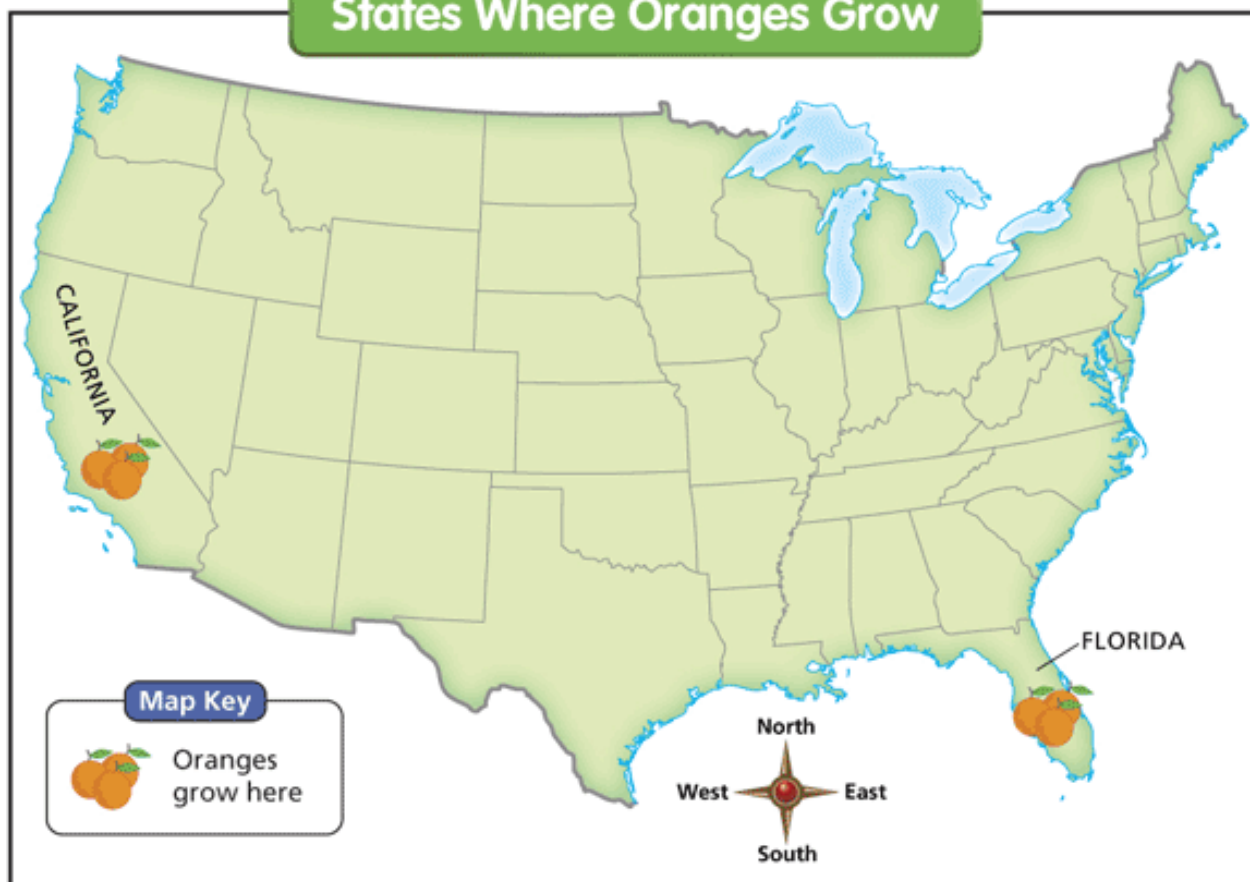
Step 1 North is the direction going towards the North Pole. Move your finger north from the **X**.

Step 2 South is the direction toward the South Pole. Move your finger south from the **X**.

Step 3 When you are facing north, places to the right are east. Places to the left are west. Move your finger east and west from the **X**.



States Where Oranges Grow



Practice the Skill

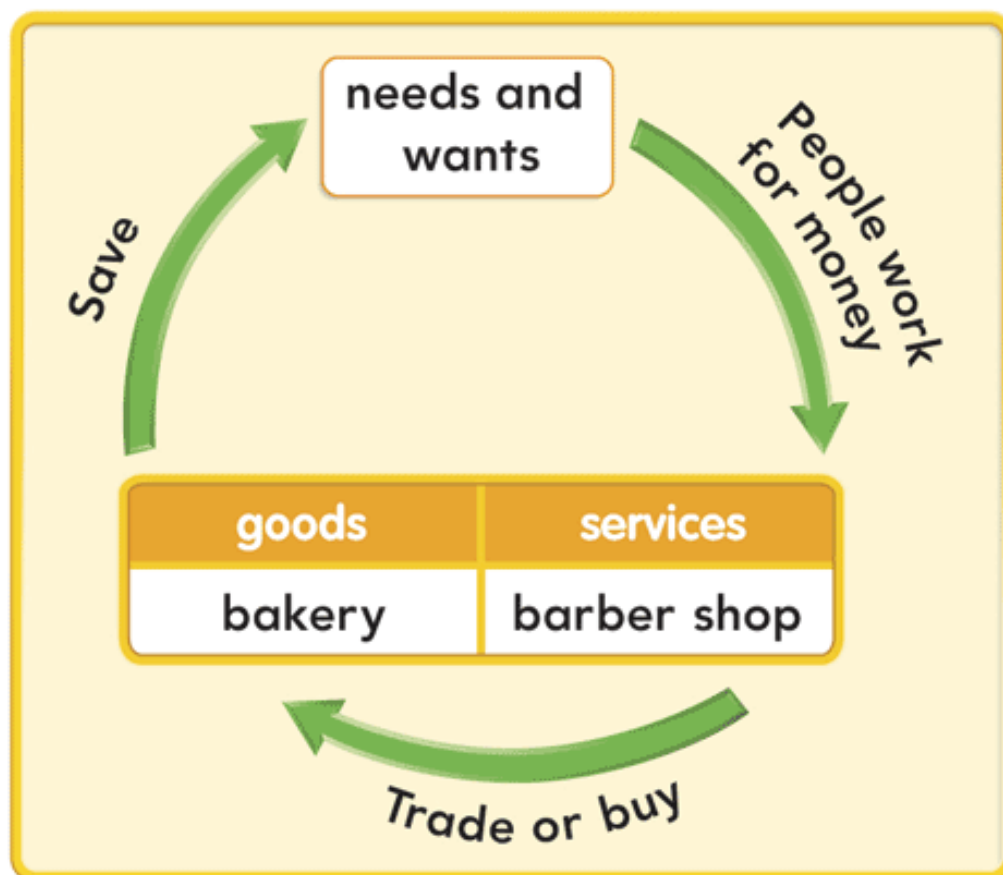
Look at the map and follow the directions.

- 1 Find the compass rose. Start at the oranges in Florida. Use your finger and show where north is.
- 2 Now put your finger on California. Move your finger to show the direction east.

Big Idea

The
Big
Idea

✓ FCAT Tip Check your answers.



Answer these questions.

1. People work to earn _____. (page 130)
2. What are some goods and services? (page 139)
3. What are three things all people need? (page 130)

Facts and Main Ideas

4. Why are people not able to buy everything they need? (page 130)
5. Why do people save money? (page 147)

Vocabulary

Write the letter or word for each answer.

6. People who do not get paid for the work they do

7. A place where people make goods

8. To put away and keep

9. Someone who pays money to get goods and services

A. **factory** (page 154)

B. **volunteers** (page 139)

C. **buyer** (page 160)

D. **scarcity** (page 130)

E. **save** (page 147)



Test Practice

10. What does the word **scarcity** mean?

A. Having a lot of goods

B. Things people buy and sell

C. Not having enough of something

D. A kind of service job people have

Critical Thinking

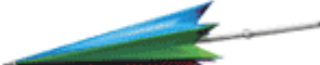
Compare and Contrast

11. What is the same and different about saving and spending?

12. What is the same and different about buying and trading things?

Skillbuilders

Read a Picture Graph

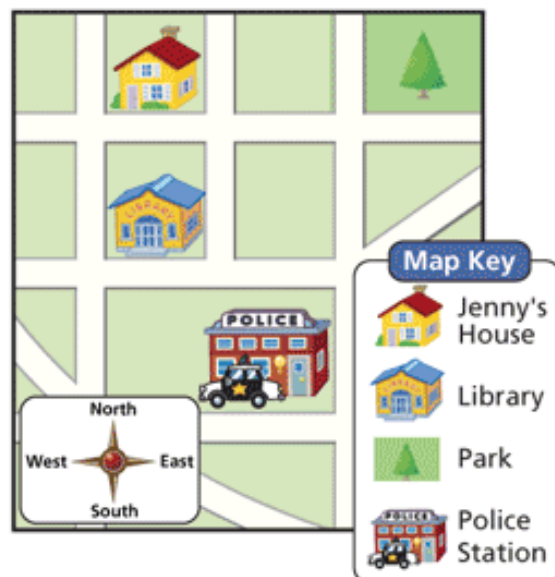
Cost	
Item	Cost
	
	
	

13. Which item costs the most money?
14. How much would it cost to buy the sunglasses and the shovel?
15. If you had five dollars, what could you buy?

Use a Compass Rose

This map shows Jenny's neighborhood.

16. What direction does Jenny walk from her house to the library?
17. What is south of the library?
18. What is north of the library?



Unit Activity

The
Big
Idea

Make Trading Cards

Make two sets of trading cards. Show goods on one set of cards and services on the other.

- 1 Place the stack face down and take turns drawing cards.
- 2 Trade goods cards for services cards.



CURRENT EVENTS

WEEKLY WR READER

Current Events Project

Find out about jobs near where you live. Make a **Service Jobs** chart.

Services

dentist
barber
mail carrier

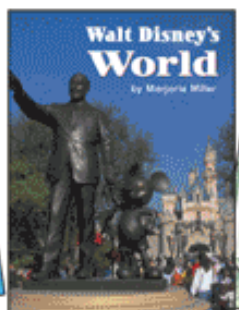
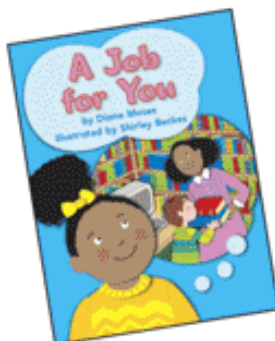


Technology

Read articles about current events at www.eduplace.com/kids/hmss/

In Your Classroom

Look for these Social Studies Independent Books in your classroom.



At the Library

Look for these books at your library.

Bread Is for Eating

by David and Phillis Gershator

Follow the Money

by Loreen Leedy

UNIT 4

Everything Changes

The days gone by—
What shall I tell you,
My grandchildren,
Of the days gone by?

—From “Spell Song”
A Kwakiutl song

The
Big
Idea

In what ways do
people and things
change over time?





Unit 4

Everything Changes

Vocabulary Preview



Technology

- e • glossary
- e • word games

www.eduplace.com/kids/hmss05/



history

History is the story of people and things from the past. page 177

settler

A **settler** is someone who comes to live in a new place. page 191



Reading Strategy

Monitor and Clarify Use the monitor and clarify strategy in Lessons 1, 2, 3, and 4.

Summarize Use the summarize strategy in Lessons 5 and 6.

transportation

Transportation is a way to move people and things from place to place. A train is one kind of transportation. page 208



communication

Communication is a way people share news and ideas. A phone call is one kind of communication. page 216



Core Lesson

1

Vocabulary

present

past

history

future



Reading Skill

Compare and Contrast



STANDARDS

SS.A.1.1.2.1.1 History as story

Learning About the Past

Build on What You Know

Think of something fun you did last summer. That fun time happened before today.

Past and Present

The **present** is what is happening today. The **past** is what happened before today. What is something you can do now that you could not do in the past?



In the past you were smaller. In the present you are getting taller.



A Story of the Past

History tells a story of the past. Your family has a history. Here are three ways to find out about the past.



Talk to people about the past.



Read books or listen to stories about the past.



Look at real things and pictures from the past.

Review What can you do to find out about your family history?

Our Family History

Dad



PAST

7 years old

Jewel



PAST

1 year old

Future

The **future** is the time after today. Tomorrow, next week, and next year are all in the future. In the future you will get bigger and go on to other schools.





PRESENT

35 years old



FUTURE

65 years old



PRESENT

7 years old



FUTURE

25 years old

Review What things can happen in your class in the future?

Lesson Review

1 **Vocabulary** Use the words **past**, **present**, and **future** in sentences.

2 **Main Idea** What is history?



Activity Draw a picture that shows something you might do in the future.



Family History Day

Cast

Narrator

Sam

Alicia

Liz

Narrator: Today is Family History Day at school. Some of us brought things from our families.

Alicia: I have this old picture. It is my grandpa's first car. That's my grandpa when he was young.





Sam: I have this old bank. My mom had it when she was seven. You put money in the elephant's trunk. Then the elephant throws it into the bank.

Liz: This is an old puppet my grandma had.

Narrator: What could you bring to Family History Day?



Activities

- 1. Draw It** Draw a picture of something you could bring to Family History Day.
- 2. Act It Out** Use your drawing to tell about your family's history.



Use a Timeline

► Vocabulary timeline

A **timeline** shows when things happened. It shows what happened first, next, and last.

Learn the Skill

Step 1 This timeline shows Marco's week at school. The week started on Monday. It ended on Friday.

Step 2 Read what Marco did on each day of the week. Start at the beginning of the week, Monday.

Step 3 Tell what Marco did on Monday, Tuesday, and Wednesday. Use the words **first**, **next**, and **last** to tell when things happened.



Practice the Skill

Look at the timeline again. Then follow the directions.

- 1 Tell what Marco did on Thursday and Friday. Use the words **first** and **last** to tell the order that things happened.
- 2 Tell about each thing that happened between Wednesday and Friday. Use the words **first**, **next**, and **last**.

Marco's Week at School

Tuesday	Wednesday	Thursday	Friday
			
I fed the pet.	I read a book.	I wrote a letter.	I played on the swings.

Core Lesson 2

Vocabulary

American
Indians

Reading Skill Classify

STANDARDS

SS.A.1.1.1.1 Different cultures over time

The First Americans

Build on What You Know

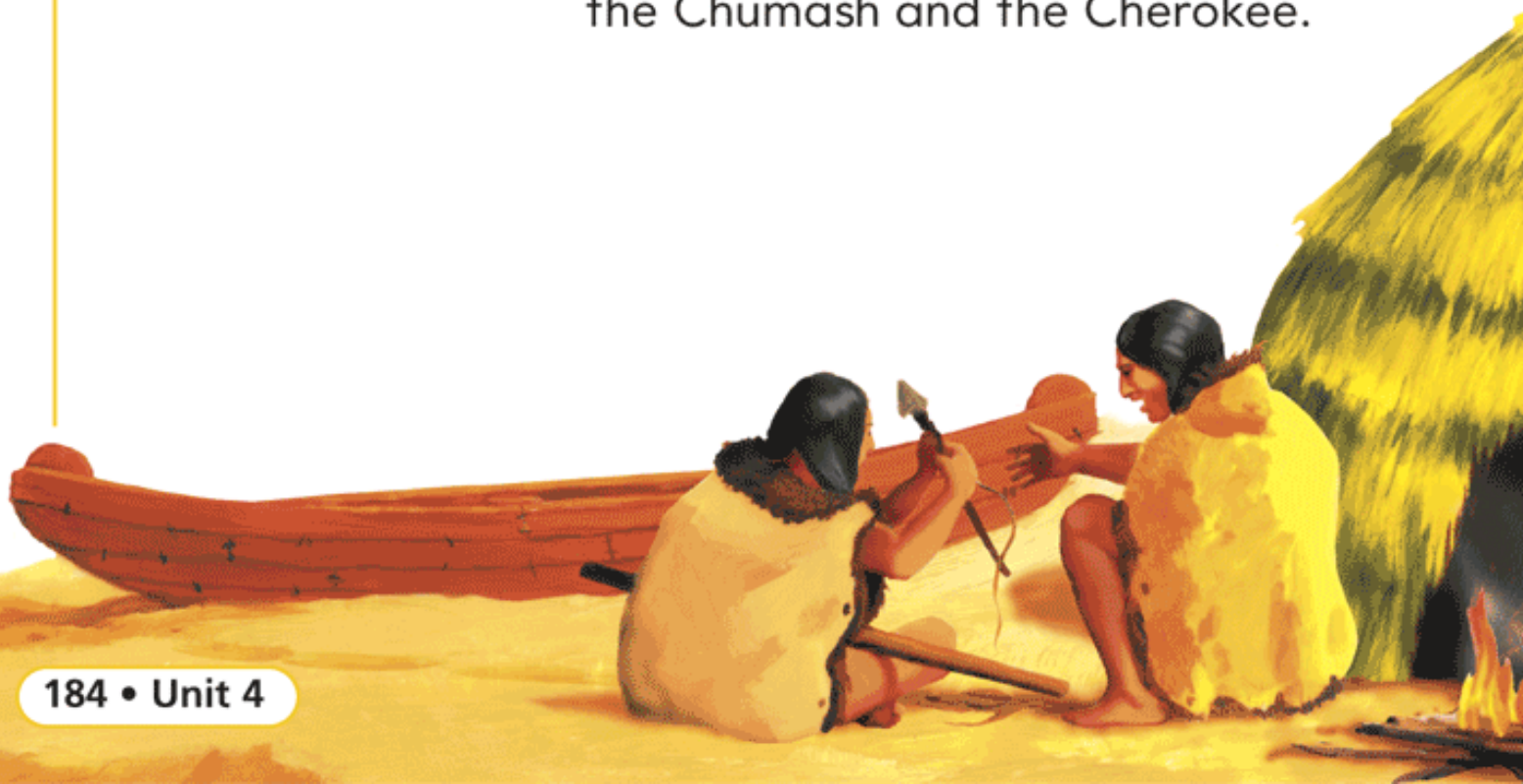
Do you know who were the first people to live in your community?

The First People

American Indians were



the first people to live in North America. Hundreds of years ago, more than one thousand groups of American Indians lived all over North America. Two groups are the Chumash and the Cherokee.





Cherokee grew corn and squash for food.

Review Who were the first people to live in our country?

Chumash and Cherokee



Chumash built boats to help them catch fish.



The Chumash

Chumash men and women made many things. They built canoes to catch fish for food and to get from place to place. Women made baskets from grasses. Some Chumash painted pictures in caves. The cave paintings are still important to the Chumash today.



Chumash paintings in a cave near Santa Barbara, California

The Cherokee

The Cherokee did the Eagle Dance to welcome important visitors from other places.

Today, some Cherokee still do the Eagle Dance on special days. The dance helps them remember what life was like in the past.



Review What do the Cherokee and the Chumash still enjoy from the past?



Cherokee Eagle Dancer

Lesson Review

- Vocabulary** Tell something you know about **American Indians.**
- Main Idea** What did the Chumash make and use in the past?



Activity Draw pictures of things the Chumash made long ago.



Literature

Moon of Falling Leaves

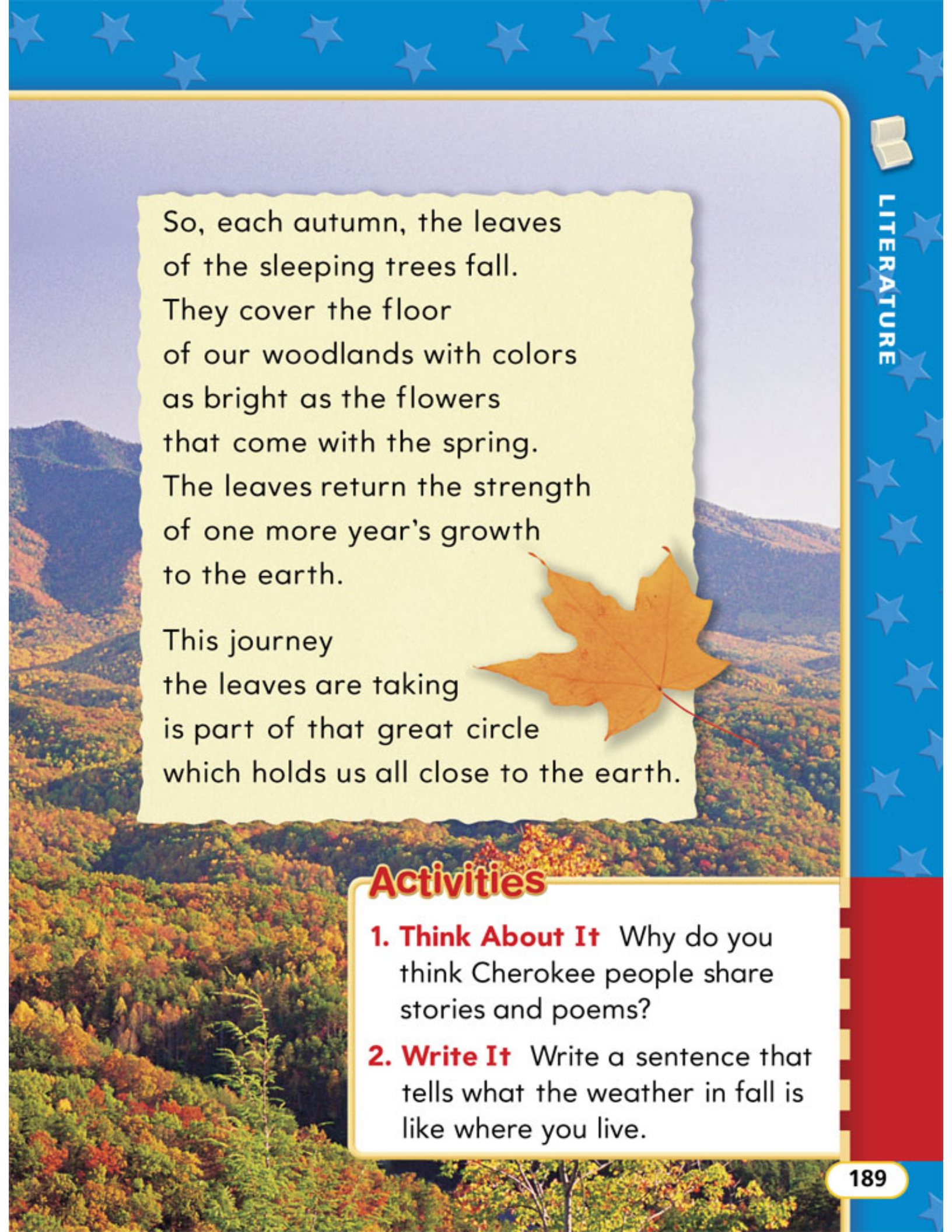


This poem about trees in autumn is told by Cherokee people.

Long ago, the trees were told they must stay awake seven days and nights, but only the cedar, the pine and the spruce stayed awake until that seventh night.

The reward they were given was to always be green, while all the other trees must shed their leaves.





So, each autumn, the leaves
of the sleeping trees fall.
They cover the floor
of our woodlands with colors
as bright as the flowers
that come with the spring.
The leaves return the strength
of one more year's growth
to the earth.

This journey
the leaves are taking
is part of that great circle
which holds us all close to the earth.



Activities

- 1. Think About It** Why do you think Cherokee people share stories and poems?
- 2. Write It** Write a sentence that tells what the weather in fall is like where you live.

Core Lesson 3

Vocabulary

settlers

harvest

Reading Skill

Compare and Contrast

STANDARDS

SS.B.2.1.2.1.1 Community change

SS.A.4.1.2.1.1 Commemorative holidays,
events before 1880

Family Life, Past and Present

Build on What You Know

Think about moving to a new place. What problems can you have when you move?



New Families Arrive

American Indians were the first people living in North America. Then people from Europe came to trade and fish. Soon families from Europe came here to live.



The Pilgrims were settlers who came from the country of England. **Settlers** are people who come to live in a new place. The Pilgrims came to be free to practice their beliefs in God. The Pilgrims met the Wampanoag who were living on the land.

Review Where did the Pilgrims come from?



The Pilgrims sailed on the Mayflower in 1620.

Family Life Long Ago and Today

Family Life Today

food



shelter



clothing



Wampanoag Life



Pilgrim Life



Review In what ways is family life today the same or different from the past?

Making a New Life

The first winter was very hard for the Pilgrims. There was not enough food and it was very cold. Many people got sick. In the spring, the Wampanoag showed the Pilgrims how to grow food. Everyone worked hard. Women took care of the home. Men farmed and hunted. Children helped their parents.



Celebrating the Harvest

In the fall, the Pilgrims had enough food to eat. They had a big harvest celebration. The **harvest** is the crops that are gathered. Many Wampanoag shared the harvest celebration. Today, we call our harvest celebration Thanksgiving.



Review Why do you think the Pilgrims had a harvest celebration?



Lesson Review

- 1 **Vocabulary** Tell what a **settler** is.
- 2 **Main Idea** Why was the first winter hard for the Pilgrims?



Activity Make a chart that shows how life for Pilgrims was different from your family's life today.



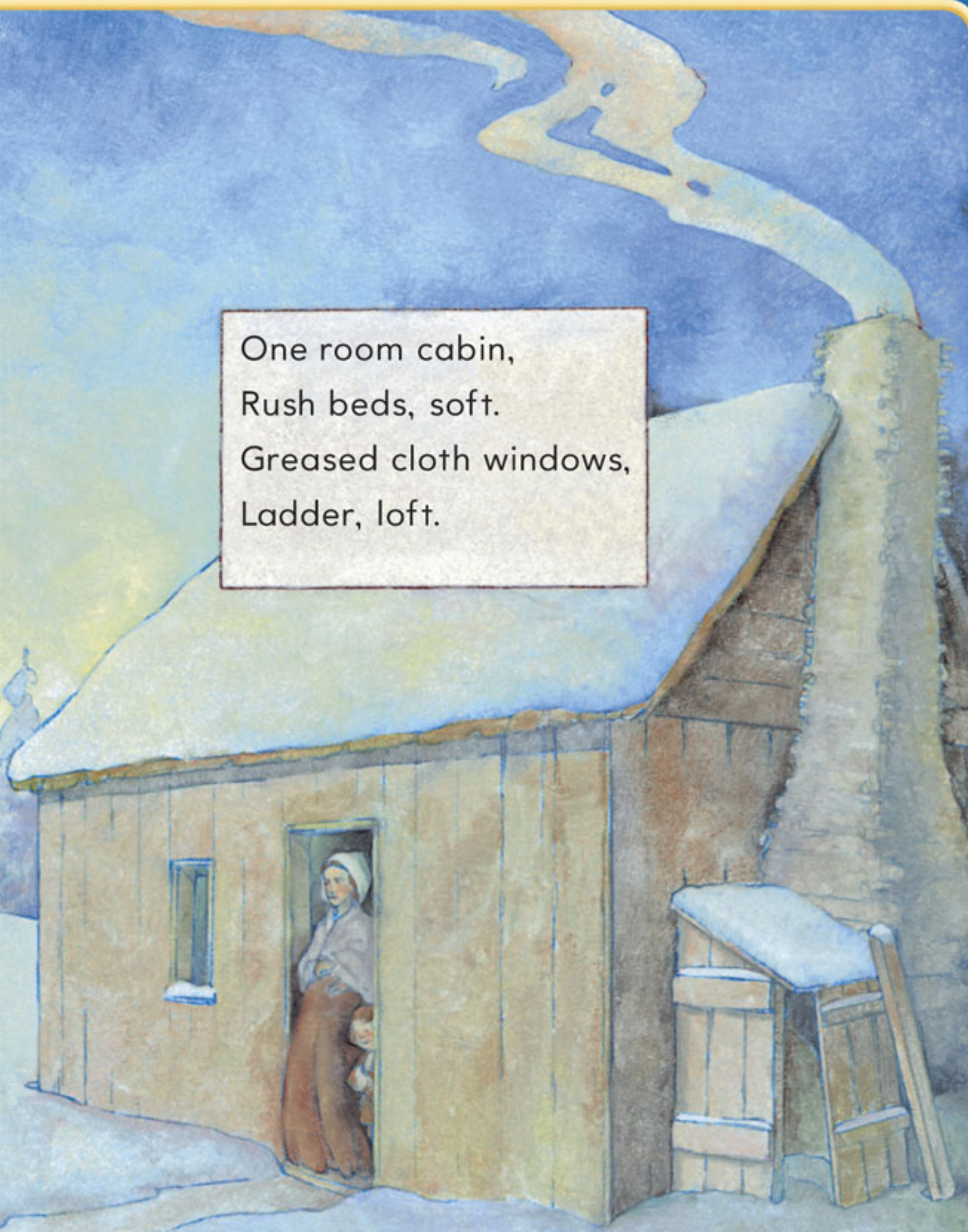
From the book

Tattered Sails

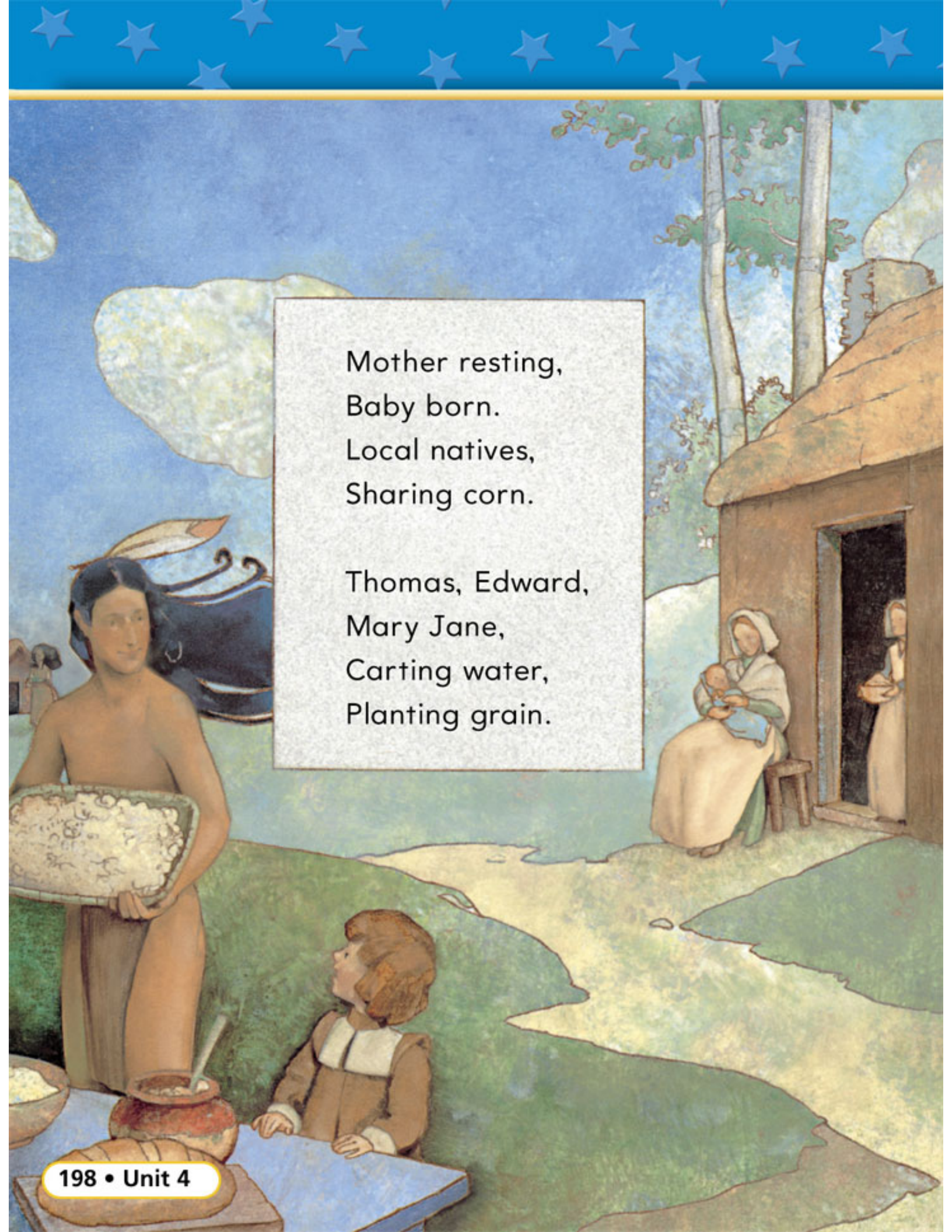
by Verla Kay

The family in this story left England about 300 years ago. They moved to this country to make a better life.





One room cabin,
Rush beds, soft.
Greased cloth windows,
Ladder, loft.



Mother resting,
Baby born.
Local natives,
Sharing corn.

Thomas, Edward,
Mary Jane,
Carting water,
Planting grain.



Activities

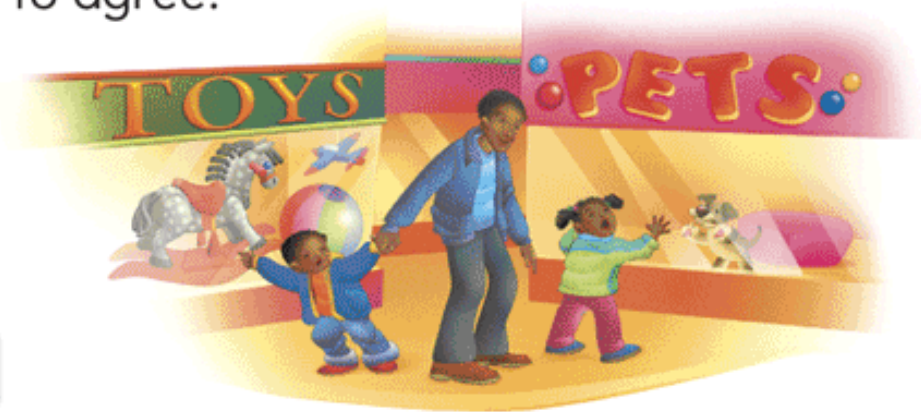
- 1. Write About It** Write a sentence that tells how your life is different from the lives of the children in the story.
- 2. Read About It** Find Tattered Sails at the library.



Solve a Conflict

► **Vocabulary**
conflict

A **conflict** happens when people do not agree. Families can find ways to agree.



Learn the Skill

Follow the steps to solve a conflict.

Step 1 One child wants to go to the toy store.
The other wants to go to the pet store.
Tell what the conflict is.

Step 2 Think of some ways the family could help to solve the conflict.

- Go to the toy store today and the pet store tomorrow.
- Go to both stores today.

Step 3 Which way would you choose?

Practice the Skill

Look at the picture below. Read the words.
Then follow the directions.

- 1 Tell what the conflict is.
- 2 Think of some ways to try to solve the conflict.
- 3 Choose one way to solve the conflict.
Tell why it is a good way.



Core Lesson 4

Vocabulary
education



Reading Skill
Compare and
Contrast



STANDARDS

SS.A.5.1.4.1.1 Community changes over time

Going to School Long Ago

Build on What You Know

What things in your classroom help you to learn?

A School in One Room

The first settlers taught their children to read and write at home. Later, people built one-room schoolhouses. Children of all ages learned together.





Review How are your school and the old schoolhouse alike and different?

School Tools

In the past, children used different tools to help them learn. They wrote on small chalkboards called slates. Sometimes they wrote with pens made from feathers with metal tips.



School Supplies		
	Then	Now
Writing		
Reading		

School Today

Today, most children in the United States go to school to get an education.



Education is all the things people learn, such as math, history, and reading.

Review How are things at your school different than in the past?



Lesson Review

- 1 **Vocabulary** What does **education** mean?
- 2 **Main Idea** What do you think it was like at school long ago?



Activity Draw pictures of things in a child's classroom in the past.



Primary Sources

Hornbooks

What does a cow's horn have to do with reading?

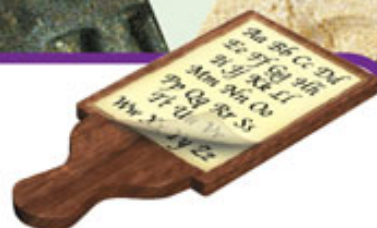
Long ago, children learned to read using a hornbook. Paper cost a lot of money then. So people made hornbooks.



First, they cut a wooden board.



Next, they glued a written paper onto the board.



Last, they covered the paper with a thin piece of cow's horn.



A gingerbread hornbook was a fun way to learn the alphabet. Each time children learned a letter they got to eat it!

Activities

- 1. Draw It** Draw a chart that shows the steps to make a hornbook.
- 2. Make It** Write the alphabet to make your own hornbook.



Technology Learn about other primary sources at Education Place.
www.eduplace.com/kids/hmss05/

Vocabulary

transportation
inventionReading Skill
Sequence

↓

↓



STANDARDS

SS.A.2.1.2.1.1 Changes in transportation

Moving People and Things

Build on What You Know

Did you ride the bus to school today? A bus is one way to move from home to school.

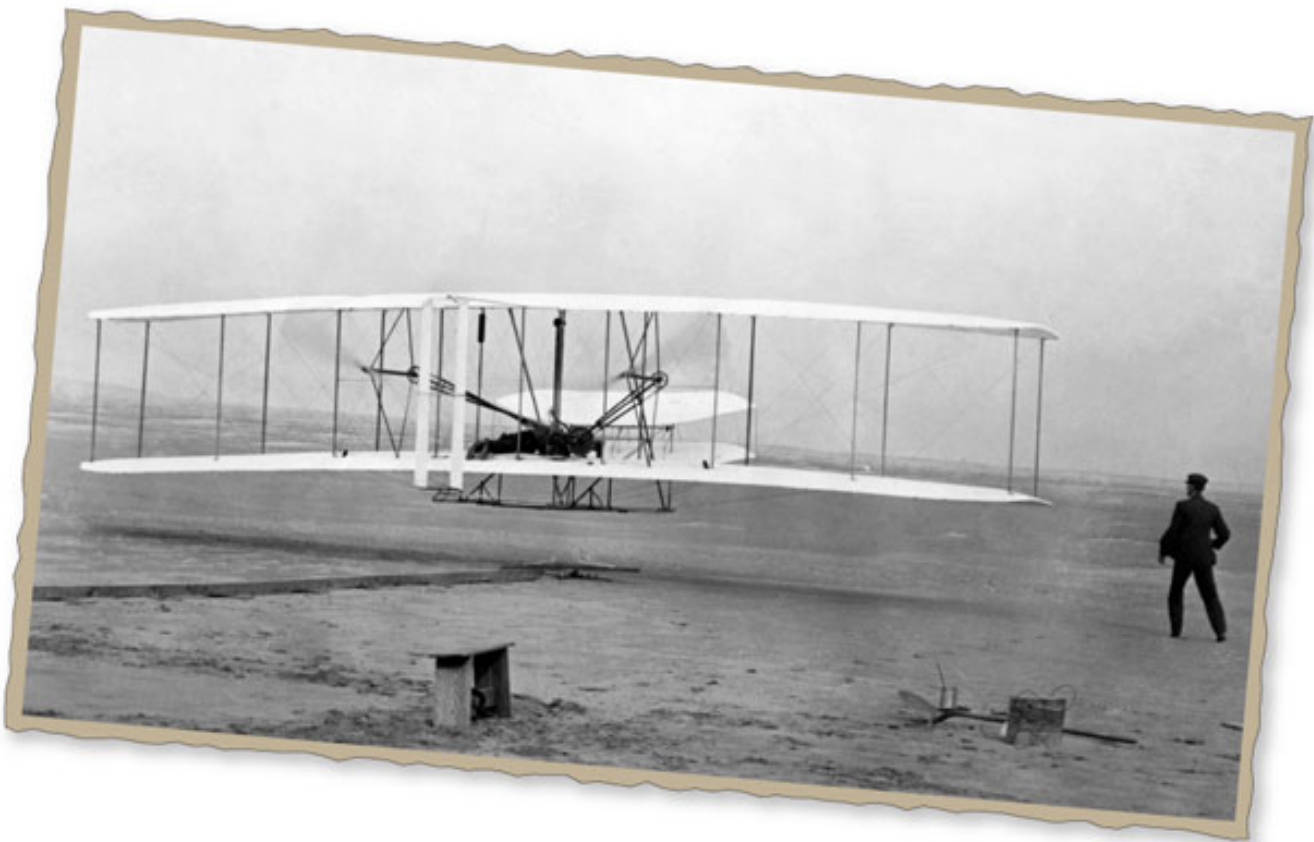
Transportation

Long ago, people walked or rode on animals to get around. Transportation was very slow then. **Transportation** is the way we move people and things.



Inventions

People made inventions because they wanted better transportation. An **invention** is a new tool or way of doing something. Trains, cars, and airplanes were all inventions at one time. Some inventions make moving people and things faster and easier.



**Orville and Wilbur Wright
invented an airplane.**

Review Why do you think people make inventions?

1850

1900



Steamboats traveled on rivers from city to city.



Steam engines were the start of railroads.

Transportation Changes

Transportation keeps changing.



Trains, planes, and high-speed boats help people to travel anywhere on Earth. It takes less time to move people and things than ever before.

Review How do transportation inventions change the way people live?

1950

2000



Cars made travel easier for many people.



Now it is possible to travel into space.

Lesson Review

- Vocabulary** Use the word **invention** in a sentence about transportation.
- Main Idea** In what ways is transportation today different than in the past?



Activity Draw the kinds of transportation you use.



Rush Hour

by Christine Loomis

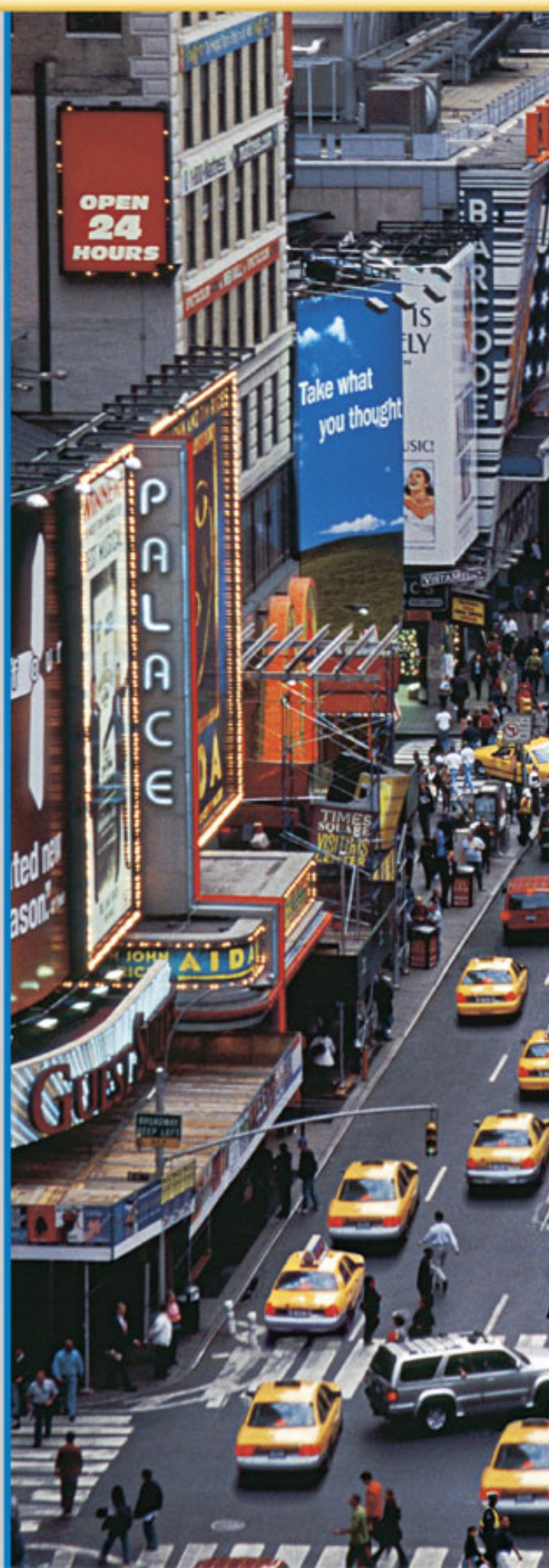
Do you hurry to get to school? That is a busy rush hour for you.

Engines start up with a jerk.
People hurry off to work.

Horns go beep-beep, whistles
blow,

Planes go fast,
Trucks go slow.

Trolleys sway, ferries rock,
Time keeps ticking
On the clock.





Cars on side streets,
Trains on tracks,
Whizzing,
Zipping,
Clicky
Clack,
Rumbling,
Roaring,
Jiggling,
Jumping,
Left turn,
Right turn,
Backing,
Bumping.

Activities

- 1. Talk About It** Tell about a rush hour at your school.
- 2. Write It** Make a list of the kinds of transportation in the poem.



Compare Points of View

► **Vocabulary**
point of view

A **point of view** is what someone thinks. People can have different points of view about transportation.

Learn the Skill

Step 1 Gus has an idea about the best way to get to school. Read what he thinks.

Step 2 Gus thinks that the bus is the best way to get to school. That is Gus's point of view.

Step 3 Gus has a reason for his point of view. He likes to be with his friends on the bus.



Gus

The bus is the best way to get to school. I can be with my friends on the bus.



Practice the Skill

Read what the rest of the children think about getting to school.

- 1 What does Greg think about getting to school? Why does he think that?
- 2 How is Gus's point of view different from Sitta's?
- 3 What do you think is the best way to get to school? Why do you think that?



Greg

I like to ride my bike to school. My Mom rides with me.



Sitta

Walking is the best way to get to school. It's nice to be outside.



Jocelyn

I ride in the car with my Dad to school. He gets me there on time.

▶ Vocabulary

communicate
communication

Reading Skill
Sequence STANDARDS

SS.A.2.1.1.1.1 Communication changes
SS.A.2.1.1.1.2 Communication in daily life
SS.A.4.3.1.1.1.1 Contribution of post-Renaissance
scientists, inventors
SS.A.3.1.2.1.1 Art and daily life

These children
communicate with
sign language.

Sharing News and Ideas

Build on What You Know

Do you talk on the telephone?
Using the telephone is one way to
share news.

People Communicate

When people **communicate**,
they share news and ideas. Two
ways to communicate are talking
and writing. The way people 
share news and ideas is
called **communication**.



Communication Inventions

Long, long ago people made cave pictures to communicate their ideas. Later they invented alphabets. Inventions made communication easier and faster.



People used to write books by hand. An invention called the printing press helped make books more quickly. Then more people had books. They learned to read and shared ideas from the books they read.

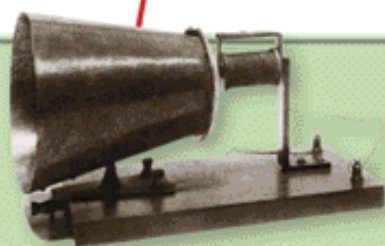


A printing press from the past

Review In what ways do you communicate?

Inventions Timeline

100 years ago



Alexander Graham Bell invented the telephone about 100 years ago. People could talk to friends near and far using the telephone.

80 years ago

60 years ago



The television let people see and hear news and shows in their homes.



The radio brought news and shows to people's homes.

40 years ago



Satellites helped
communication around
the world.

Today



Now we can
communicate
wherever we are.

Review Tell ways that communication has changed from the past.

Lesson Review

- 1 Vocabulary** Name the ways you **communicate** with your friends.
- 2 Main Idea** What are two communication inventions?



Activity Make a chart of communication inventions that you use.



The Pony Express

Long ago people who lived in the western part of the United States had to wait months for mail to come. In 1860, the pony express began!

The pony express was a new and fast way to move the mail. Abraham Lincoln had become President. People in the West wanted news about him.

It took just seven days and 19 hours for Abraham Lincoln's first speech to arrive in California. People could not believe how fast the news had come!





Activities

- 1. Talk About It** What are some ways that people can send mail today?
- 2. Think About It** Why do you think it is important to get news quickly?

Big Idea

The
Big
Idea

FCAT Tip Read every answer choice.

	Past 	Present 	Future 
Schools			
Transportation			
Communication			

Fill in the missing words that help describe the chart.

1. The _____ is time that has not happened yet. (page 176)
2. In the past, people used horses for _____. (page 208)
3. In the present, we use computers and telephones for _____. (page 216)

Facts and Main Ideas

4. Why was life hard for the Pilgrims at first? (page 194)
5. What is different about schools long ago and schools today? (pages 202 to 205)
6. What kinds of transportation today are faster than transportation long ago? (page 210)
7. What are some communication inventions you use every day? (pages 218 and 219)

Vocabulary

Write the letter for each correct answer.

- 8. A new way of doing something
- 9. The time that is now
- 10. A story about the past
- 11. All the things people learn

- A. **history** (page 177)
- B. **present** (page 176)
- C. **invention** (page 209)
- D. **communication** (page 216)
- E. **education** (page 205)



Test Practice

12. What does the word **harvest** mean?
- A. An invention in the past
 - B. Crops that are gathered
 - C. A factory where food is made
 - D. A place where settlers live

Critical Thinking

Sequence

- 13. Who were the first people to live in North America?
- 14. Who came next?

Skillbuilders

Use a Timeline

The Pilgrims' Harvest Timeline

1621



Spring



Summer



Fall

- 15. What did the Pilgrims do first?
- 16. What happened during the summer?

Compare Points of View

- 17. Why does Deb think that Thanksgiving is the best holiday?
- 18. Do you agree with Deb's point of view? Why or why not?



"Thanksgiving is the best holiday. I like to eat good food with my family."

—Deb

Unit Activity

The
Big
Idea

Make an Accordion Book

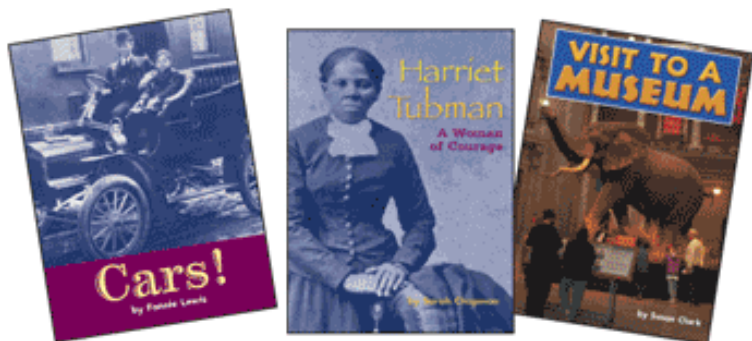
Think about changes in your life.

- 1 Fold a sheet of paper in four parts just like in the picture.
- 2 Draw and write about your past, present and future on the four parts.



In Your Classroom

Look for these Social Studies Independent Books in your classroom.



CURRENT EVENTS

WEEKLY WR READER

Current Events

Find out about people from the past who may be in the news today.

Make **History Puppets**.



Technology

Read articles about current events at www.eduplace.com/kids/hmss/

At the Library

Look for these books at your library.

Aunt Claire's Yellow Beehive Hair

by Deborah Blumenthal

William's House

by Ginger Howard

UNIT 5

Good Citizens

'Tis the star-spangled
banner, oh, long may
it wave

O'er the land of the
free and the home
of the brave!

—From "The Star-Spangled Banner"
by Francis Scott Key



What do good
citizens do?





Unit 5

Good Citizens

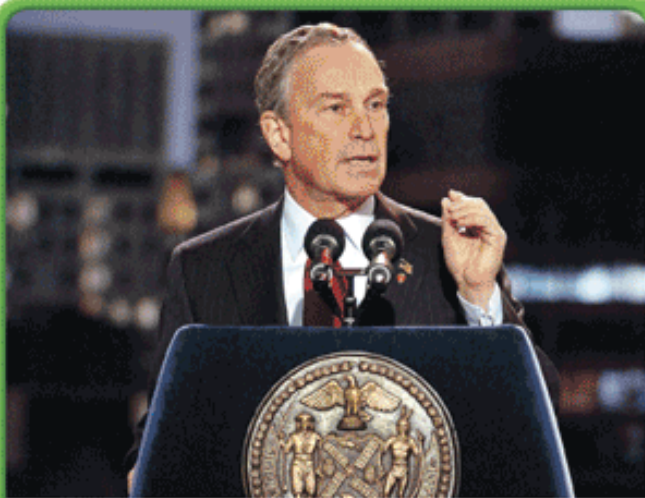
Vocabulary Preview



Technology

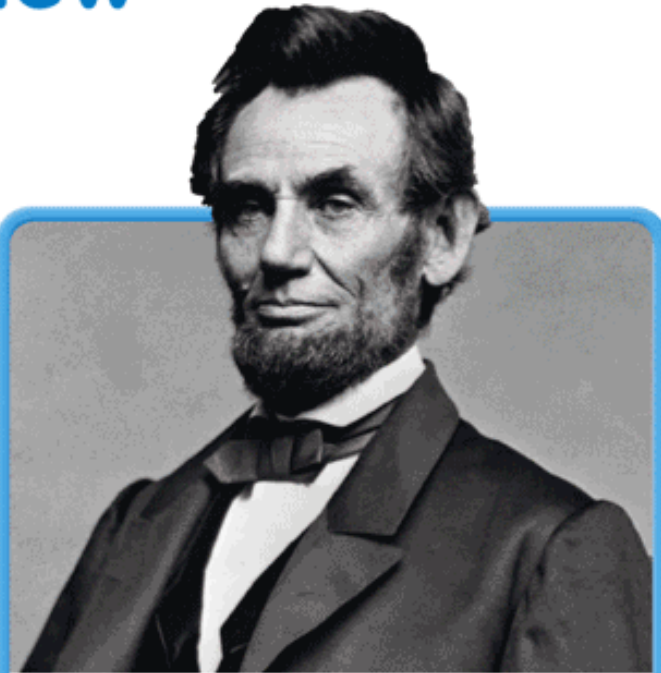
- e • glossary
- e • word games

www.eduplace.com/kids/hmss/



government

A **government** is a group of people who are chosen to run a community, a state, or a country. page 231



President

The **President** is the leader of the United States government. Abraham Lincoln is a past President.

page 239

Reading Strategy

Question Use the question strategy in Lessons 1, 2, and 3.

Predict and Infer Use the predict and infer strategy in Lessons 4 and 5.



vote

When people **vote**, they make a choice.

page 246



symbol

The flag is a **symbol** of our country. It stands for freedom.

page 258



LA.A.1.1.1.1 Predictions
LA.A.1.1.4.1 Using strategies
LA.A.2.1.1.2 Answer questions

Core Lesson

1

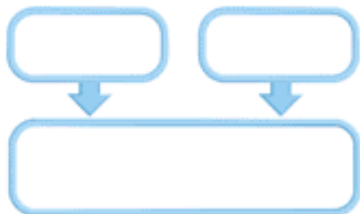
Vocabulary

law

government

Reading Skill

Draw conclusions



STANDARDS

SS.C.1.1.6.1.2 Sources of authority

People Need Laws

Build on What You Know

What class rules do you follow?
Did you know that communities have written rules too?

Laws

A community rule is called a **law**. A community needs laws. Laws help keep a community safe, clean, and fair for everyone.



Signs That Show Laws



All cars must stop.



Children cross here.



Do not park here.

People Help With Laws

A **government** is a group of people chosen to make laws. There are community, state, and country governments. People can work to make and to change laws.



The crossing guard is a community helper.



Review What are ways people help with laws?

Lesson Review

- Vocabulary** Tell about one **law** in your community.
- Main Idea** Why does a community need laws?



Activity Make a sign that shows a law in your community.



Laws Every Day

Breakfast Time



Food Laws

Many foods must have labels. A label shows what was used to make the food.

Nutrition Facts

Serving Size 1 cup
Servings Per Container About 17

Ingredients

Corn Flour
Wheat Flour
Brown Sugar

School Time



Bus Laws

The stop sign on a bus tells cars to stop so children can be safe.



Play Time



Toy Laws

Labels tell how to use toys safely. They tell how old a child should be to use the toy.

WARNING

not for children
under age 3



Activities

- 1. Make It** Think about toys. Make a label that tells how to use a toy safely.
- 2. Write About It** Write a sentence about a law that helps keep you safe.



Express Ideas in Writing

► Vocabulary clearly

Writing **clearly** helps people understand your ideas. You can write clearly about rules.

Learn the Skill

These are the steps Julia followed when she wrote about a classroom rule.

Step 1 First Julia thought of a rule. **Wait for your turn.**



I wait for my turn on the swings.
Julia S.

Step 2 Julia drew a picture of herself following the rule.
Where is Julia in her picture?

Step 3 Then Julia wrote a complete sentence about her rule.

**Practice the Skill**

Now write your own ideas about classroom rules. Use the pictures and the directions.

- 1 Think of a rule in your school.
- 2 Draw a picture of yourself following the rule.
- 3 Write a sentence about the rule.

A sentence tells a complete idea.

A sentence tells **who** does something.

A sentence tells **what** the person does.

I raise my hand
when I want to talk.
Jason W.

STANDARDS

SS.C.1.1.3.1.1 Home, school
rules, responsibilities
LA.B.2.1.1 Write about
familiar topics

Core Lesson 2

Vocabulary

mayor

governor

President



Reading Skill

**Main idea and
Details**



STANDARDS

SS.A.2.1.3.1.1 Cleopatra, Mansa Musa,
Caesar Augustus

SS.A.4.1.1.1.1. Important Americans
before 1880

SS.C.1.1.4.1.1. Government officials

Government and Leaders

Build on What You Know

Your teacher is a leader.
Governments have leaders too.

Government

There are governments of cities and towns, of states, and of the country. Each place has a main government building.



Your community may have a city or town hall. There may be a capitol building in your state.

In Washington, D.C., there is the White House and other government buildings.

City or town hall



State capitol building



White House



Review What are names of buildings where government leaders work?

Government Leaders

In the United States, government leaders are chosen by the people. Each leader works to make our country a good place to live.



City Mayor

Mayor

A **mayor** is the leader of a city or town government. A community government takes care of many things such as schools and libraries.

Governor

A **governor** is the leader of a state government. State governments take care of state roads, colleges, and parks.



State Governor

The President

The **President** is the leader of the United States government. The President helps to make laws for all people living in the United States. He or she also works with leaders around the world.



Review Who is the President of the United States?

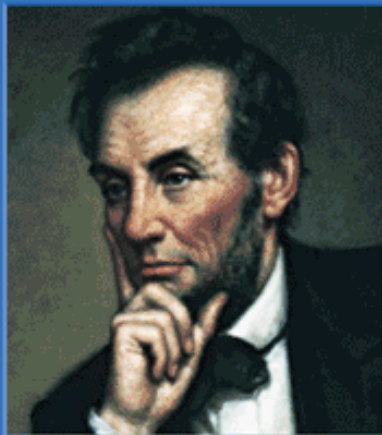
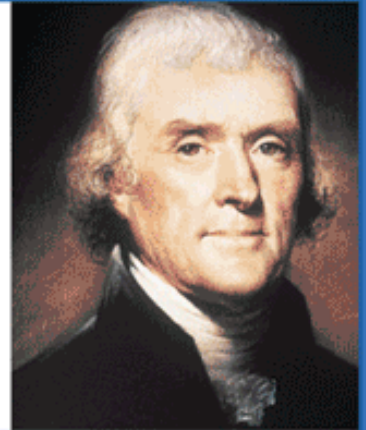
Past Presidents

There have been government leaders from the time our country was new. Read about three past Presidents.



Thomas Jefferson

Thomas Jefferson was the third President. Before he was President, Thomas Jefferson wrote the Declaration of Independence.



Abraham Lincoln

Abraham Lincoln was the sixteenth President. He worked to give freedom to African Americans.

Franklin Delano Roosevelt

When Franklin Delano Roosevelt became President, many people were out of work. He helped to pass laws that gave people jobs.



Leaders Long Ago

There have been government leaders for thousands of years. Here are three leaders from the past. We still remember them today.



Queen of Egypt

Cleopatra was the queen of Egypt.



Emperor of Rome

Caesar Augustus was the leader of the Roman Empire.



Emperor of Mali

Mansa Musa led the Empire of Mali.



Review Why do governments need leaders?

Lesson Review

- Vocabulary** Tell something you know about a **governor**.
- Main Idea** What is different about the work of a mayor, a governor, and the President?



Activity Draw and tell about a government leader long ago or today.



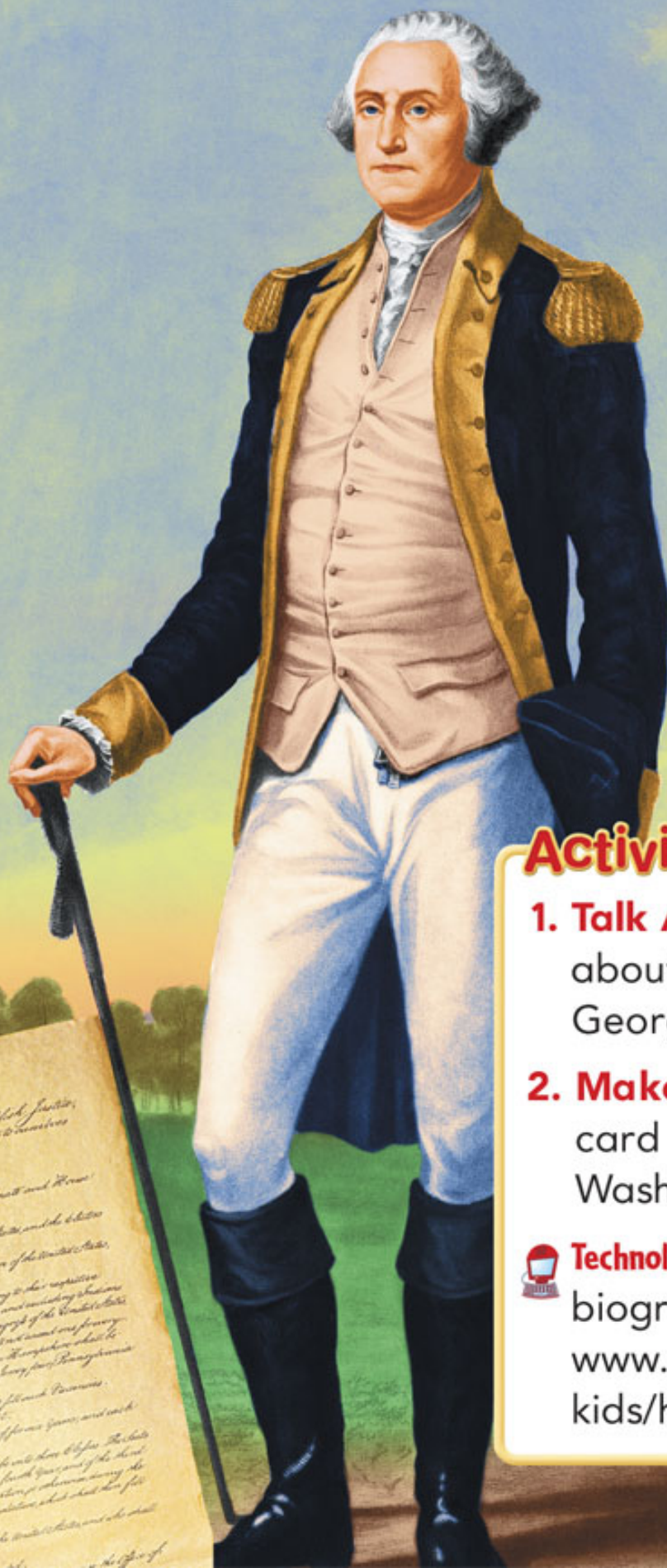
George Washington

George Washington was the first President of the United States. He is known as the Father of His Country because he was the first leader of our new country.

President George Washington made a promise to follow the Constitution. The Constitution is a plan for making laws for the United States. Every new President makes the same promise.

The Constitution of the United States of America.





Activities

- 1. Talk About It** Tell about the patriotism of George Washington.
- 2. Make It** Make a fact card about George Washington.



Technology Read more biographies.
www.eduplace.com/kids/hmss05/

Core Lesson 3

Vocabulary

right

responsibility

vote

election



Reading Skill

Main Idea and Details



STANDARDS

SS.C.1.1.6.1.1 Rights and responsibilities

SS.C.2.1.1.1.1 Civic values

SS.C.2.1.2.1.1 Responsibility is a duty

Citizens

Build on What You Know

Why is it important to be a good helper in your community and in our country?

Citizens Have Rights

Citizens of the United States have rights. A **right** is something you are free to do.





Betsy and Dan Nally collect turkeys and give them to families who have no money to buy Thanksgiving dinner.



Citizens Have Responsibilities

Citizens have responsibilities. A **responsibility** is a duty to do something. One responsibility citizens have is to help to make laws and to follow them. Good citizens can help to make their country a better place to live.



Review What are some ways that you can be a good citizen?

Citizens Make Choices

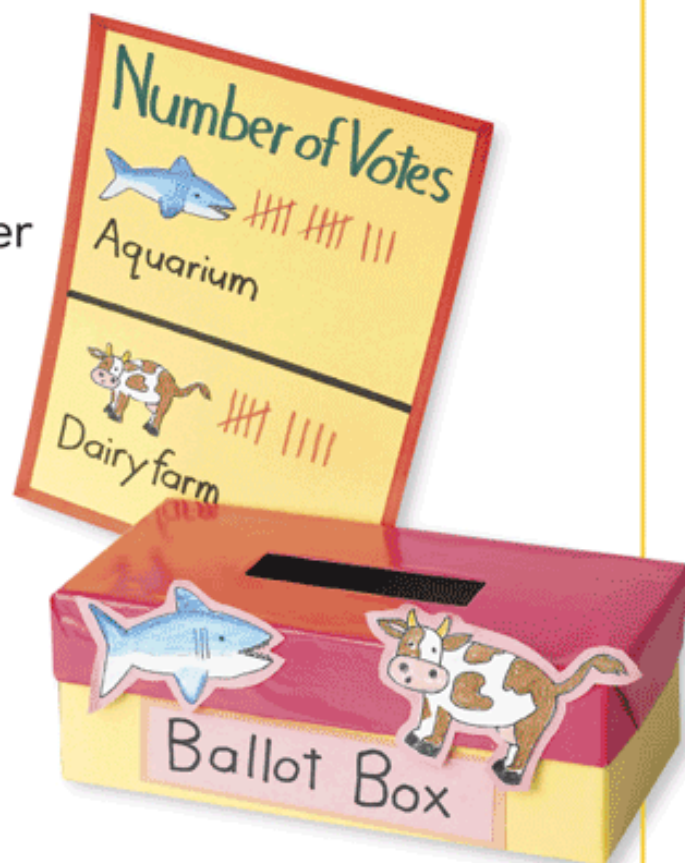
Sometimes people in a group want to do different things. People can vote to decide which thing to do. When people **vote**, they make a choice. Voting is a fair way for groups to make decisions.



**Tim votes to go to the aquarium.
He will put his ballot in the box.**



Citizens choose their government leaders in an election. An **election** is a time when citizens vote for the leader they think will do the best job. The winner is the one with the most votes. Citizens can vote for rules and laws too. Voting is a responsibility.



Review What things have you voted on in school?

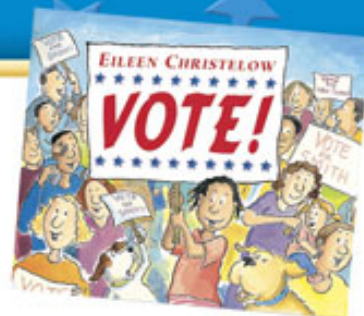
Lesson Review

- 1 **Vocabulary** What do citizens **vote** for in an election?
 - 2 **Main Idea** What responsibilities does a citizen have?
-  **Activity** Write about a field trip you would vote for. Why is that a good choice?

Extend Lesson 3



Literature



From ★ ★ ★ ★ **VOTE!** ★ ★ ★ ★

by Eileen Christelow

In this book, Chris Smith wants to be the mayor of her city.





Voting is a way to choose.



Activities

- 1. Talk About It** Tell why it is important to vote.
- 2. Try It** Vote for a favorite class book. Add up the class votes to find out which book your class likes best. Then give an oral report.

Core Lesson 4

Vocabulary

hero



Reading Skill Classify

STANDARDS

SS.A.4.1.1.1 Important Americans before 1880

SS.A.5.1.1.1.1 Important Americans since 1880

Heroes in Our Country

Build on What You Know

Think of someone in your community who helps other people.

What Makes a Hero?

A **hero** does something brave or works hard to help others.



Heroes can be strong, kind, honest, or caring. Heroes do not give up when things are hard.

Sacagawea

American Indian Guide

Sacagawea helped two American explorers named Lewis and Clark. She was a Shoshone who helped Lewis and Clark talk to American Indians.



Harriet Tubman

Leader for Freedom

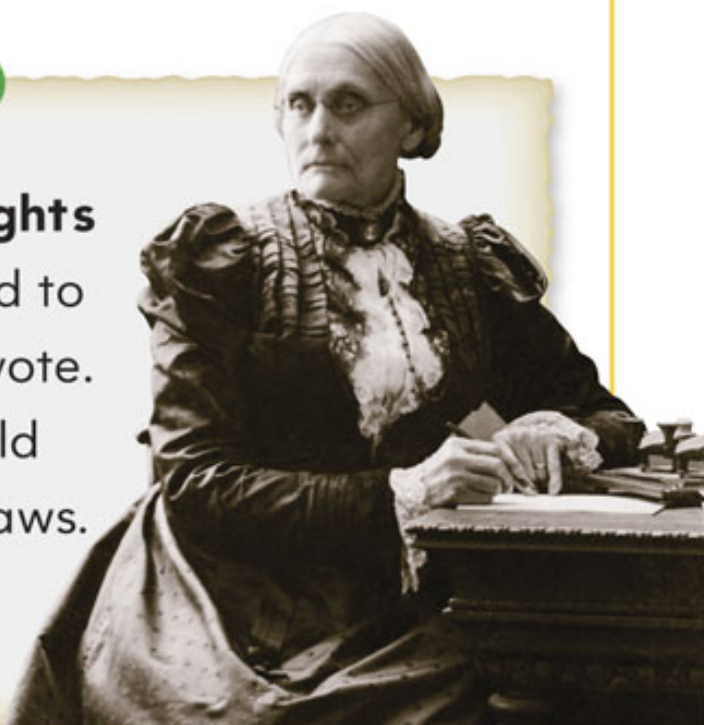
Harriet Tubman led many African Americans to freedom. Long ago, African Americans in our country were not free to choose their work or their homes.



Susan B. Anthony

Leader for Women's Rights

Susan B. Anthony worked to get women the right to vote. Before 1920, women could not vote for leaders or laws.



Review How did these heroes help others?

Eleanor Roosevelt

World Leader for Rights

Eleanor Roosevelt believed that all people should have the same rights. She worked in our country and around the world.



Cesar Chavez

Leader for Farm Workers

Cesar Chavez worked to get farm workers better pay and safer workplaces.



Dr. Martin Luther King, Jr.

Leader for Equal Rights

Dr. King was a church leader. He worked to get equal rights for African Americans. He led marches and gave famous speeches to help change unfair laws.



Review Why do we remember these heroes?

Lesson Review

- 1 Vocabulary** Tell about a **hero** you have learned about.
- 2 Main Idea** What makes someone a hero?



Activity Write two sentences about a person that you think is a hero. Draw a picture of that person.



Hero Dogs

What is furry with four legs and is a hero? A guide dog is a hero every day.

Young dogs go to school to learn how to be guide dogs for the blind.





The dog helps
the owner cross
a busy street.



Guide dogs are heroes for the work they do. So are their owners who put their lives in the care of these dogs.

Activities

- 1. Talk About It** Why do you think guide dogs are heroes?
- 2. Write It** Make a list of other dog heroes such as police dogs.



Compare Fact and Fiction

► **Vocabulary**
fiction
nonfiction
fact

Made-up stories are **fiction**. **Nonfiction** books tell facts. A **fact** is something true.



Learn the Skill

Step 1 Read the title of this book. It is a biography. Biographies are books about real people.

Step 2 Look at the words and pictures. The words tell facts about Mae Jemison. The pictures show real women.



Finally, on September 12, 1992, Mae's dream of flying into space came true. For eight days, the crew of the *Endeavour* circled the Earth. Mae ran scientific and medical experiments about bones, weightlessness, and motion sickness. All her years of study had finally paid off.

15

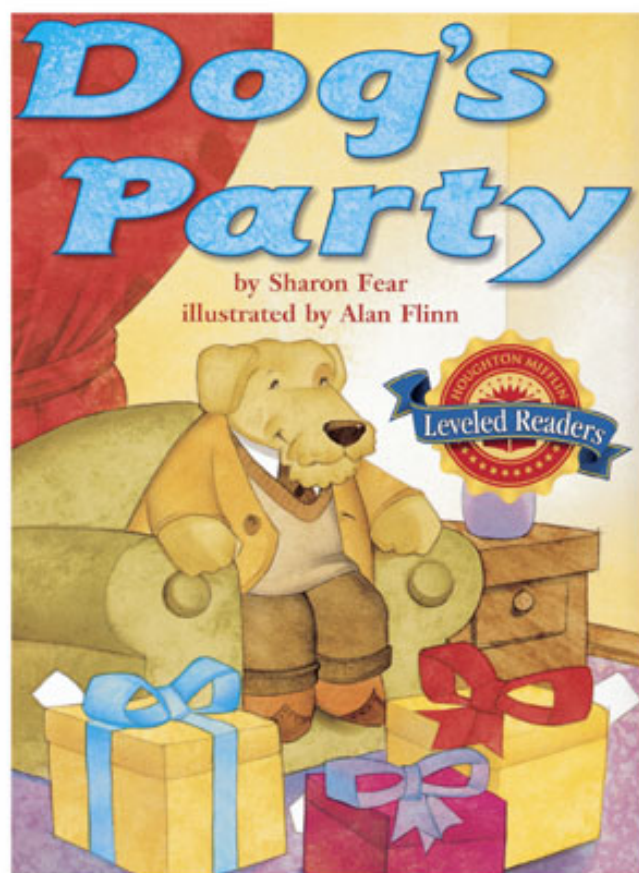
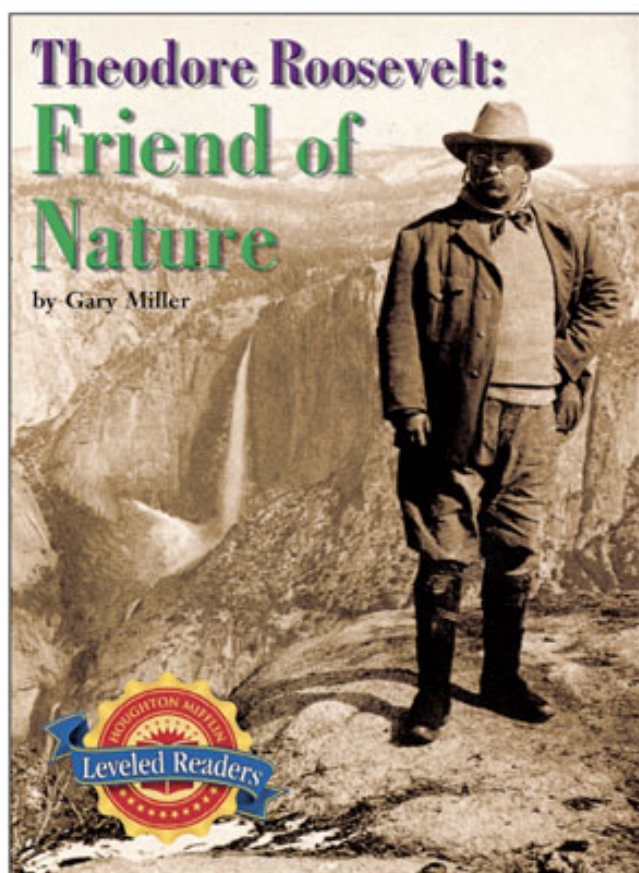
Step 3 Decide if this book is fiction or nonfiction. What makes you think so?



Practice the Skill

Look at the two books. Then follow the directions.

- 1 Choose the book that you think is fiction.
Tell why you think it is fiction.
- 2 Choose the book you think tells facts.
Explain why you think that book has facts.



Core Lesson

5

Vocabulary

symbol
honor

Reading Skill Classify

Symbols of Our Country

Build on What You Know

Do you say the Pledge of Allegiance to the flag each day?

Stars and Stripes

Our flag is a symbol for our country. A **symbol** is a picture, place, or thing that stands for something else.



STANDARDS

SS.A.4.1.3.1.1 American symbols
SS.A.5.1.2.1.1 Important monuments

The American Flag



The flag has red and white stripes. It has 50 stars, one for each state.

Uncle Sam is also a symbol. The first letters of Uncle Sam are the same as in the United States.

Review Why do you think Uncle Sam is dressed as he is?

This boy is dressed as Uncle Sam.



Symbols of Freedom

We **honor** symbols of the United States to show that our country is important to us. The Liberty Bell and the bald eagle are symbols of freedom.



The Liberty Bell





**The bald eagle
stands for a
strong country.**

**The Statue of Liberty is
a symbol of welcome
for our country.**

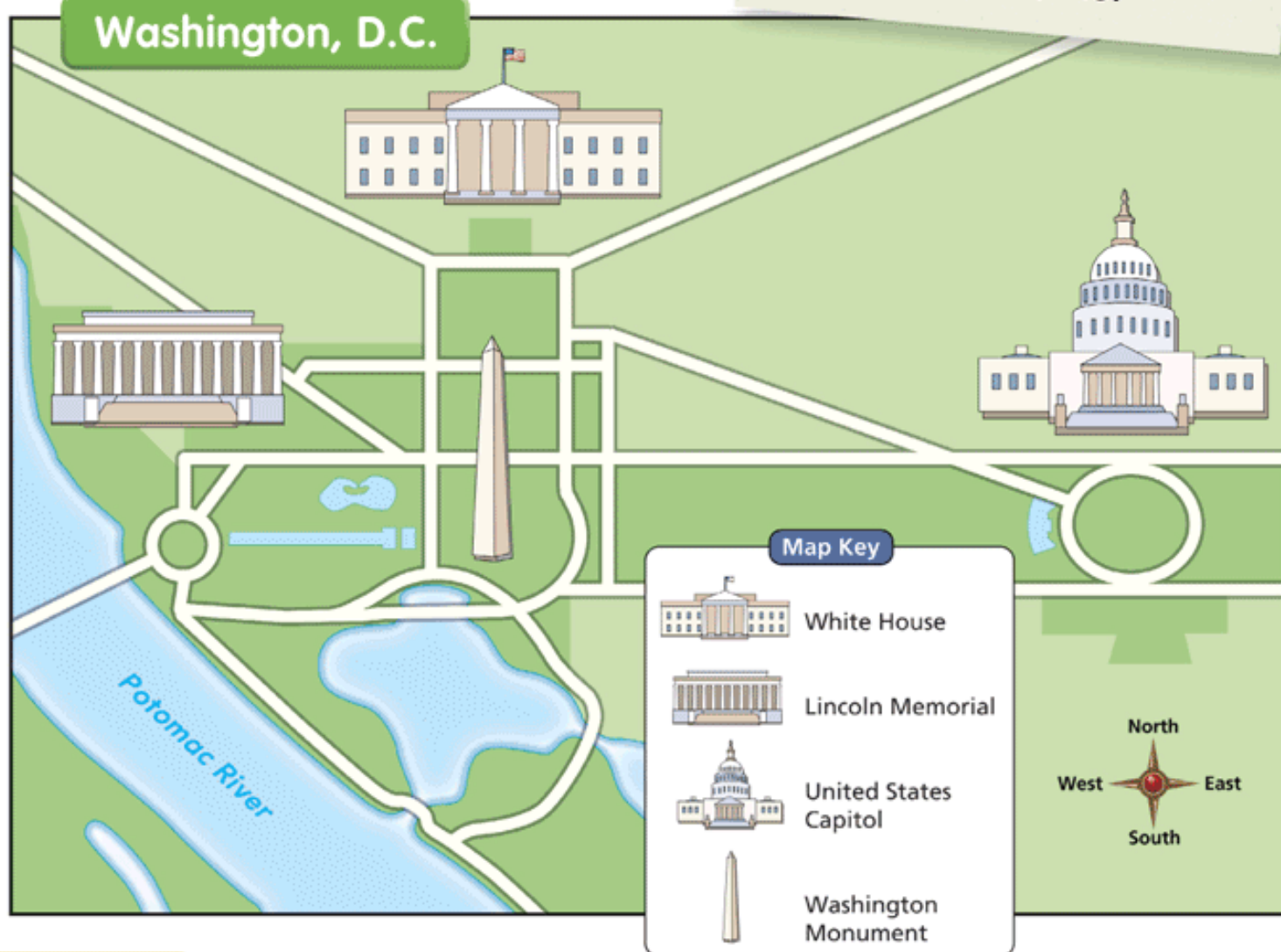
Review What symbols
have you seen?

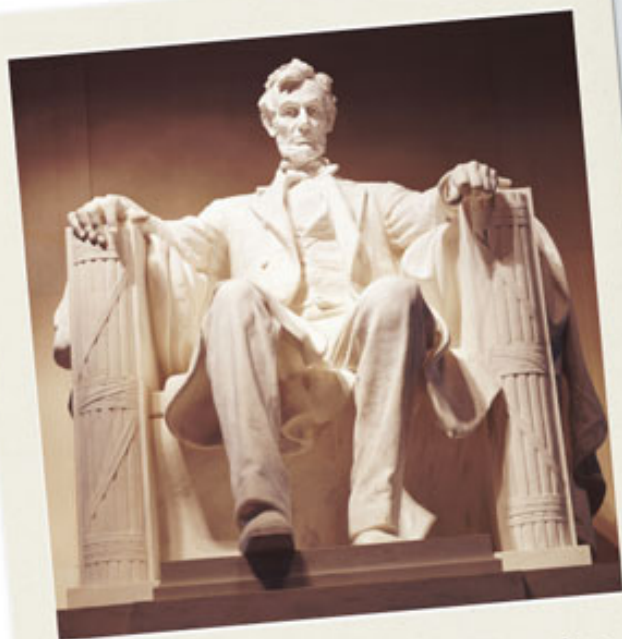
Places As Symbols

Places can be symbols too. Look at the map of Washington, D.C. Find buildings that are symbols. The Lincoln Memorial honors President Abraham Lincoln. The Washington Monument honors President George Washington.



The White House is in Washington, D.C.





The Lincoln Memorial is also in Washington, D.C.



Mount Rushmore shows the faces of four past Presidents.

Review Name a place that is a symbol for our country.

Lesson Review

- 1 Vocabulary** Tell why we **honor** symbols of our country.
 - 2 Main Idea** Why does our country have symbols?
-  **Activity** Write about three symbols you like.



Make a Post Card

Pretend you visited the places shown on pages 260 to 263. Choose your favorite symbol. Make a post card of that symbol.

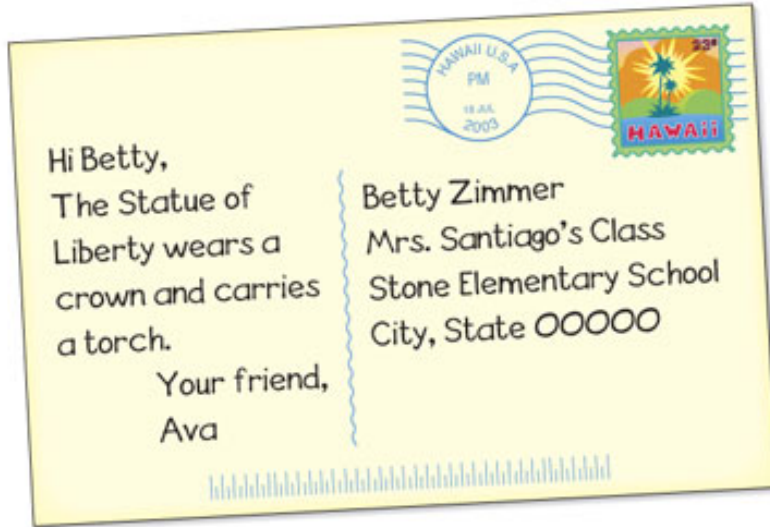
Step 1: Draw a picture of a symbol on the card.



Step 2: Write your post card to a friend.
Write about the symbol.

Step 3: Write your friend's address.





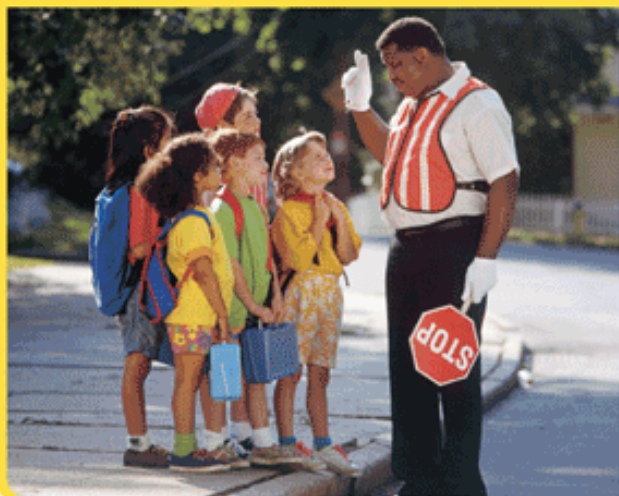
Big Idea

The
Big
Idea

FCAT Tip

Go back and change an answer only if your first answer is wrong.

Responsible Citizens



A.

B.

Match the words to the correct picture above.

1. follow laws (page 230)
2. vote (page 246)

Facts and Main Ideas

3. Why do we honor symbols of our country? (page 260)
4. How do people choose a President or a governor? (page 247)
5. Why are some people called heroes? (page 250)
6. Why do we have elections? (page 247)

Vocabulary

Write the letter or word for each correct answer.

7. A community rule is called a _____ .
8. The flag is a _____ of our country.
9. The group of people chosen to run a country is called the _____ .
10. The _____ is the leader of our country.
- A. **governor** (page 238)

B. **law** (page 230)

C. **symbol** (page 258)

D. **President** (page 239)

E. **government** (page 231)

Test Practice

11. The word **election** means _____ .
- A. the leader of a state
- B. someone who is a hero
- C. a time when people vote
- D. a symbol of our country

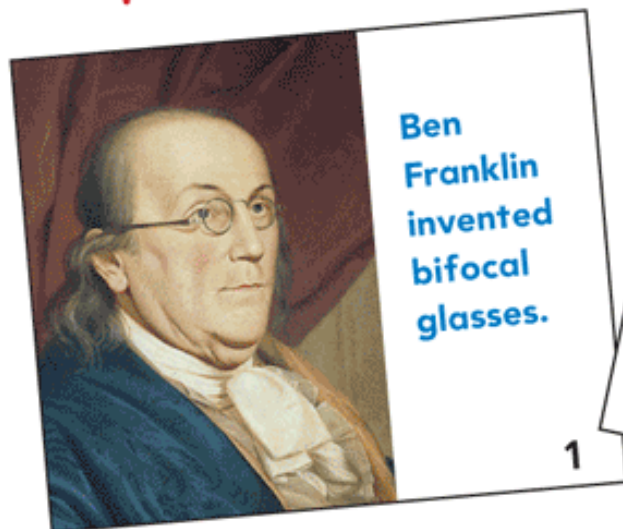
Critical Thinking

Summarize

12. Why do governments need leaders?

Skillbuilders

Compare Fact and Fiction



13. Which numbered page is fiction?
14. Which page tells a fact?

Express Ideas in Writing

Think of someone who is a good leader from your home, school, or country. Then answer the question below.

15. Why do you think that person is a good leader? Give at least two reasons why you think so.

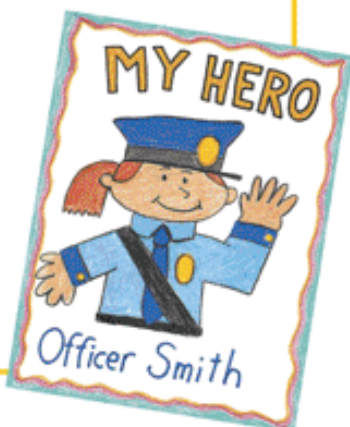
Unit Activity

The
Big
Idea

Make a Hero Poster

Think of a hero in your community.

- 1 Write the words **My Hero** on the top of a paper.
- 2 Write your hero's name. Draw pictures and write words to show what your hero has done.



CURRENT EVENTS

WEEKLY WR READER

Current Events Project

Find out about heroes in your community. Make biography cards for **Heroes in the News**.

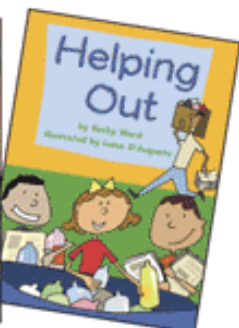
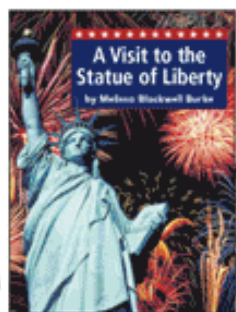


Technology

Read articles about current events at www.eduplace.com/kids/hmss/

In Your Classroom

Look for these Social Studies Independent Books in your classroom.



At the Library

Look for these books at your library.

America is . . .

by Louise Borden

Martin's Big Words: The Life of Dr. Martin Luther King, Jr.

by Doreen Rappaport

Holiday Lessons



Columbus Day	271
Veterans Day	272
Thanksgiving	273
Martin Luther King, Jr. Day	274
Presidents' Day	275
Memorial Day	276
Flag Day	277
Independence Day	278





Columbus Day



Columbus Day is named for the explorer Christopher Columbus.

In 1492, Columbus and his men sailed in three ships from Spain to North America. On Columbus Day people remember how the voyage of Columbus changed the world.

Activity

Walnut Shell Ship

1. Use paper and a toothpick to make a sail.
2. Stick some clay into a walnut shell. Stick the sail into the clay.
3. Sail your ship around the globe. Do you know which way Columbus went?





Veterans Day



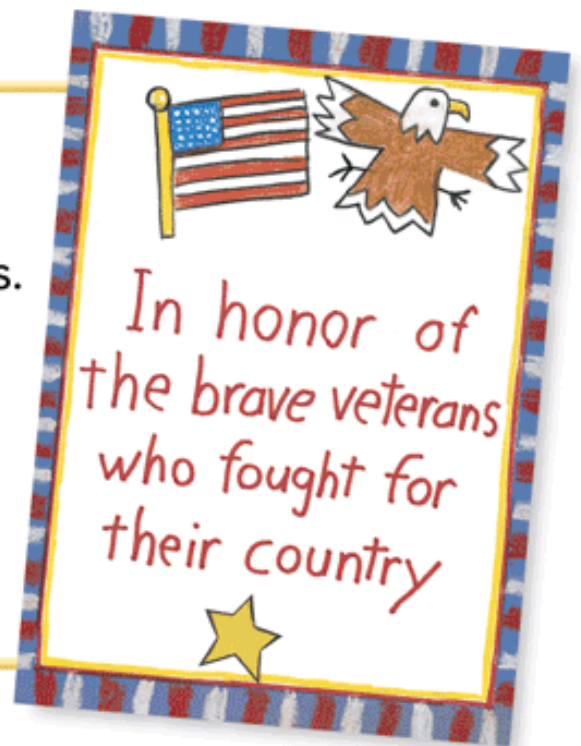
Veterans Day is a day to honor people who have fought in wars.

Many veterans wear uniforms and march in parades on Veterans Day. People thank our veterans for helping to keep our country safe.

Activity

Thank You Posters

1. Make a poster to honor veterans. You may want to draw a picture on your poster.
2. Write why we honor veterans on your poster.





Thanksgiving Day



On Thanksgiving Day, people give thanks for all they have. A time for Thanksgiving began with the Pilgrims. They shared a feast with the Wampanoag.

Today many families celebrate Thanksgiving Day by eating turkey dinners. Families share why they are thankful.

Activity

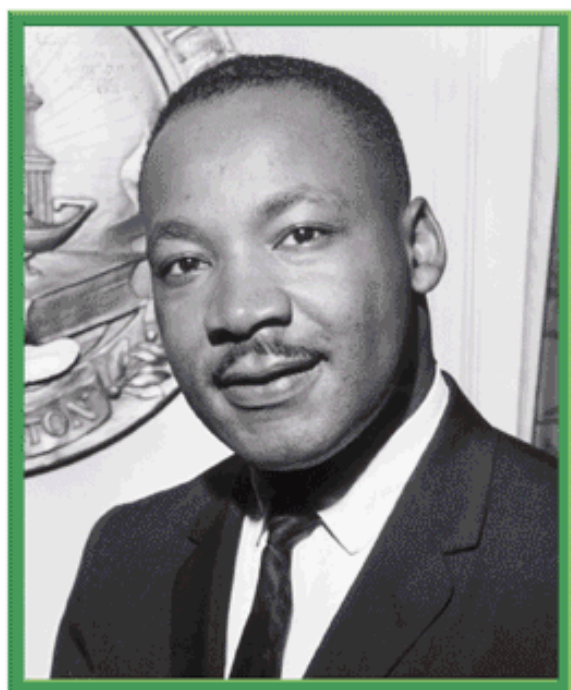
Thankful Turkeys

1. Trace your hand onto colored paper. Cut out the shape.
2. Write things you are thankful for on each finger.
3. Color the turkey's head.





Martin Luther King, Jr. Day



Dr. Martin Luther King, Jr., was a great leader. He believed in peace and fairness for all people.

Dr. Martin Luther King, Jr., thought that some laws were unfair to African Americans. He worked hard to change the unfair laws. He was given a special Peace Prize for his work.

Activity

Make a Peace Prize

1. Think of someone you know who helps other people.
2. Make a peace prize for that person.





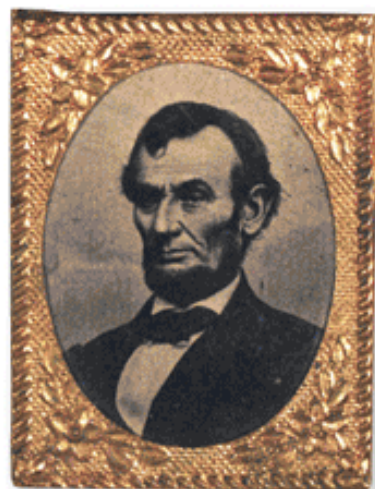
Presidents' Day



On Presidents' Day we honor two great Presidents of the United States, George Washington and Abraham Lincoln.

George Washington was the first President of the United States.

We remember Abraham Lincoln for keeping our country together.



Activity

Make a Bookmark

1. Place a penny or a quarter face side up. Put tissue paper over the coin and rub it with a colored pencil.
2. Glue your picture to a strip of colored paper. Write the President's name.





Memorial Day



On Memorial Day, we remember the people who fought and died in United States wars.

On Memorial Day people put flowers and flags on statues and graves. Towns and cities have parades. Citizens honor the people who fought for our country.

Activity

Memorial Day Wreath

1. Cut stars or flower shapes out of colored paper. Glue them around a paper plate.
2. Write a message in the center of your wreath.





Flag Day



On Flag Day, people honor the United States flag. Some communities have parades and sing songs.

The flag stands for our country. The fifty stars on the flag stand for the fifty states.

Activity

Stars and Stripes Pinwheel

1. Color a piece of paper with stars and stripes. What colors will you use?
2. Fold each corner into the middle. Tape the corners down. Attach your pinwheel to a pencil.





Independence Day



On July 4 we celebrate our country's birthday. Our country was born on July 4, 1776. People celebrate Independence Day with parades and picnics. Many communities have fireworks at night.

Activity

United States Birthday Card

1. Fold a piece of paper in half.
2. Write a birthday message for the United States.



References

Citizenship Handbook

Our Flag	R2
Songs of Our Nation	R4
Character Traits	R6

Resources

Geographic Terms	R8
Atlas.....	R10
Picture Glossary.....	R16
Index.....	R32
Credits/Acknowledgments	R40



Our Flag

How do you feel when you see the American flag flying from a flag pole? Have you ever tapped your feet to a song about our country? Our country's flag and songs are ways we show we care about the United States.

When we respect the flag, we show pride in the United States. There are rules about how to care for the flag.



The flag must never touch the ground. The flag should be lit at night.

Our Motto



Each country can have its own motto, or saying. A motto reminds people of things that are important to their country. Our country's motto is *e pluribus unum*. This means that Americans can be very different from each other, but we all belong to the same country.



Some coins celebrate people or events. The back of this nickel celebrates the Louisiana Purchase.

Songs of Our Nation

There are many songs people sing to show they love our country. The "Star-Spangled Banner" is our country's song, or anthem. "America" and "God Bless America" are songs that tell why we love our country.

"The Star-Spangled Banner"

by Francis Scott Key

Oh say can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the
perilous fight
O'er the ramparts we watched were so gallantly streaming?
And the rockets' red glare, the bomb bursting in air,
Gave proof through the night that our flag was still there.
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

"America"

by Samuel F. Smith

My country 'tis of thee
Sweet land of liberty,
Of thee I sing;
Land where my fathers died
Land of the Pilgrims' pride,
From every mountain side
Let freedom ring.

"God Bless America"

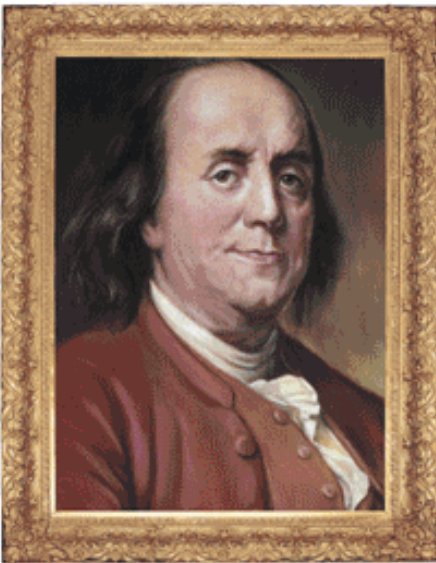
by Irving Berlin

God bless America,
Land that I love,
Stand beside her and guide her
Through the night with a light from above.
From the mountains, to the prairies,
To the oceans white with foam,
God bless America,
My home sweet home.

When you hear songs about our country,
what do you think about?

Character Traits

A character trait is what you see when a person acts. A person who acts bravely shows courage. Courage is a character trait. Some character traits can help you do your best now and when you get older.



Benjamin Franklin

Civic Virtue Benjamin Franklin worked hard to make the new United States a place where people were free to live and work and speak freely.

Barbara Jordan

Fairness Barbara Jordan was a lawmaker. She worked to pass fair laws for all the people in our country.





Courage means acting bravely. It takes courage to be honest. It takes courage to tell the truth.



Patriotism is being proud of your country. It means working to make the country a good place to live.



Responsibility means doing all your work. You can count on people who show responsibility. They will do all the things they are asked to do.



Respect means listening to what other people want and believe. Showing respect for others helps everyone get along.



Fairness means acting to make things fair for everyone.



Civic virtue means doing things to help people in communities live and work well together.



Caring is helping others. Listening to how other people feel is also caring.

Geographic Terms



▲ desert

a dry area where few plants grow

forest

a large area of land where many trees grow



▲ island

land with water all around it

hill

a raised mass of land, smaller than a mountain

lake

a body of water with land all around it



mountain

a steep mass of land, much higher than the surrounding country

**▲ ocean**

a salty body of water covering a large area of the earth

peninsula

land that sticks out into water

plain

a broad, flat area of land

plateau

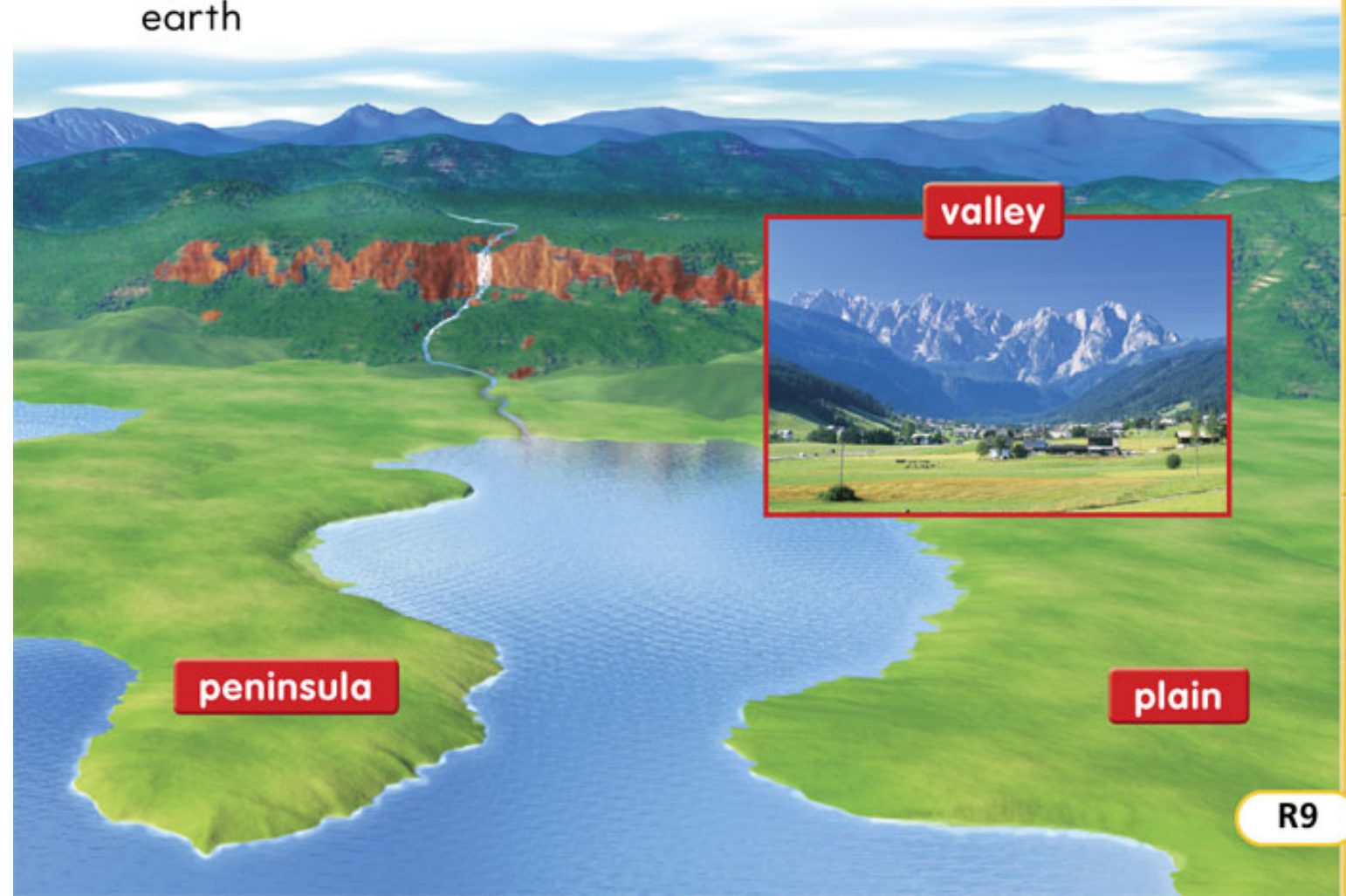
an area of flat land that is higher than the land around it

river

a large stream of water that runs into a lake, ocean, or another river

valley

low land between mountains or hills

**peninsula****valley****plain**





Canada, United States, Mexico



PACIFIC OCEAN

Map Key

- ⊙ National Capital
- National Boundary



ARCTIC OCEAN

CANADA

Ottawa

Washington, D.C.

UNITED STATES

ATLANTIC OCEAN

MEXICO

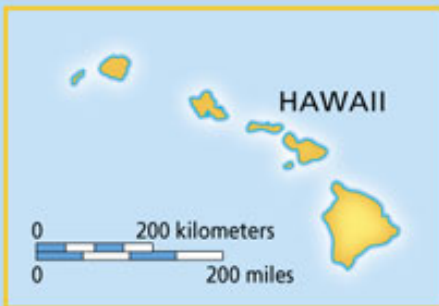
Mexico City

The United States



Map Key

- ⊛ National Capital
- National Boundary
- State Boundary





Picture Glossary



American Indians

American Indians were the first people to live in North America. (page 184)

The Cherokee is one group of **American Indians**.



buyer

A buyer is a person who pays money for goods or service. (page 160)

This **buyer** pays for food.



calendar

A calendar is a chart that shows days, weeks, months, and years. (page 34)

People use a **calendar** to help them remember special days.

**citizen**

A citizen is a person who belongs to a place. (page 111)

You are a **citizen** of the country where you live.

**city**

A city is a place where many people live close to one another. (page 102)

A **city** can have many tall buildings.

**communication**

The way people share news and ideas. (page 216)

Sign language is one kind of **communication**.

**community**

A community is a place where people live and work together. (page 54)

A town is a **community** that has homes, stores, and schools.

**compass rose**

A compass rose is a symbol that shows the direction for north, south, east, and west. (page 166)

A **compass rose** helps people find places on a map.



continent

A continent is a very large area of land. (page 76)

North America is the **continent** where we live.



cost

The cost is the amount of money that is needed to buy something. (page 144)

How much does the pencil **cost**?



country

A country is land where people live under one government. (page 60)

The United States is the **country** where you live.



distance

Distance is the amount of space between two points. (page 108)

It is a short **distance** between the home and the bakery.



**education**

Things people learn, such as math, history, and reading is called education. (page 205)

Children go to school to get an **education**.

**election**

An election is a time when citizens vote. (page 247)

In an **election**, people can vote for government leaders.

**fact**

A fact is something that is true. (page 256)

It is a **fact** that Abraham Lincoln was a past President.

**factory**

A factory is a place where workers use machines to make goods. (page 154)

Orange juice is made in a **factory**.



family

A family is a group of people who care about each other. (page 26)

This **family** shares a meal.



fiction

Fiction is a type of story that is not real. (page 256)

Dog's Party is a **fiction** book.



future

The future is time after today. (page 178)

Tomorrow, next week, and next year are all time in the **future**.



globe



A globe is a model of Earth. (page 80)

The **globe** shows Earth's continents and oceans.



goods

Goods are things we buy or use. (page 139)

A bakery sells **goods** such as rolls and breads.

**government**

Government is the group of people who run a community, state, or country. (page 231)

People who work in **government** make laws.

**governor**

A governor is the leader of state government. (page 238)

Who is the **governor** of your state?

**harvest**

A harvest is the crops that are ready to be gathered. (page 195)

The Pilgrims were thankful for a good **harvest**.

**hero**

A hero is a person who does something brave or who works hard to help others. (page 250)

Martin Luther King, Jr. was a **hero**.



history

History is the story of what happened in the past. (page 177)

We learn about people who lived long ago when we read **history**.



honor

Honor means to show that someone or something is important to us. (page 260)

We **honor** our country when we say the "Pledge of Allegiance."



invention



An invention is a new tool or way of doing something. (page 209)

The car was a great **invention**.



job



A job is work that must get done. (page 37)

Hanging up my coat is a **job**.

**lake**

A lake is a body of water that has land all around it. (page 85)

A **lake** can be a good place to swim or ride a boat.

**law**

A law is a community rule. (page 230)

It is a **law** that cars must stop at a stop sign.

**leader**

A leader is a person who is in charge of a group of people. (page 44)

A principal is the **leader** of a school.

**machine**

A machine is an object that does work for people. (page 160)

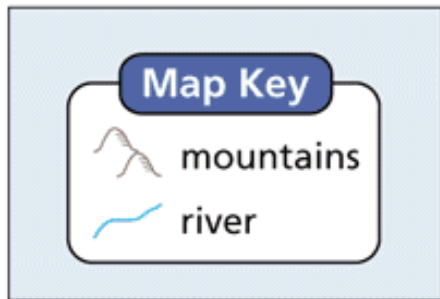
A **machine** can sort raisins.



map

A map is a drawing of a place that shows a view from above. (page 42)

The **map** shows where the park is.



map key

The map key is the set of symbols found on a map. (page 52)

This **map key** shows the symbol for river.



mayor

The mayor is the leader of a city or town government. (page 238)

The **mayor** visited our school.



mountain

A mountain is land that is higher than all the land around it. (page 82)

Mt. McKinley is the highest **mountain** in our country.



natural resource

A natural resource is something in nature that people use. (page 88)

Water is a very important **natural resource** for our lives.



needs

Needs are the things people must have to live. (page 130)

Homes are **needs** for all people.



neighbors

People who live near each other are called neighbors. (page 116)

Jamal has many nice **neighbors**.



ocean

Pacific Ocean



An ocean is a large body of salty water. (page 75)

The Pacific **Ocean** is the world's largest ocean.



past

The past is the time that happened before today. (page 176)

In the **past**, you were a baby.

Picture Graph	
Student Name	Family Members
Heather	10 people icons
Bobbie	4 people icons

picture graph

A graph that uses pictures to show numbers of things is a picture graph. (page 150)

A **picture graph** can show who has the most people in their family.



plain

A plain is a large, flat land area. (page 83)

A **plain** can be grassy.



present

The present is the time that is happening today. (page 176)

In the **present**, you are in first grade.



President

The President is the leader of the United States government. (page 239)
George Washington was the first **President** of our country.



responsibility



A responsibility is a duty to do something. (page 245)
One **responsibility** a citizen has is to obey laws.



right

Something you are free to do is called a right. (page 244)
Citizens of our country have the **right** to speak freely.



river

A river is a body of fresh water that moves across the land. (page 84)
The Missouri **River** is the longest river in our country.



rule

A rule is a statement or an idea that tells people what they must do. (page 43)

Sit on the slide is a playground **rule**.



save



To save means to put away and keep. (page 147)

Many people **save** money in a bank.



season

A season is a time of year with its own weather. (page 97)

Winter is usually the coldest **season**.



sell

To sell means to trade goods or services for money. (page 138)

Farmers can **sell** the food they grow to people who live in cities.



seller

A seller is a person who has goods or services that others can buy. (page 160)

This **seller** has many pets for sale.



services

Jobs people do to help others are called services. (page 139)
A doctor gives many health **services**.



settlers

People who come to live in a new place are called settlers. (page 191)
The Pilgrims were **settlers** in a new land.



state

A state is a larger community made up of cities, suburbs, and towns. (page 110)
Ohio is a **state** in our country.



suburb

A suburb is a town that is close to a city. (page 103)
Many people who live in a **suburb** work in the city.



symbol

A symbol is a picture, place, or thing that stands for something else. (page 258)
Uncle Sam is a **symbol** of our country.



timeline

A timeline shows when events happened. (page 182)

A **timeline** can show the big events in your life.



town

A community that is smaller than a city is called a town. (page 103)

A **town** has fewer homes and schools than a city.



transportation

Ways to move people and things from place to place is called transportation. (page 208)

A train is one kind of **transportation**.



volunteers

Volunteers are people who choose to work for no money. (page 139)

Joan and Charles are **volunteers** who help paint houses.



**vote**

When you vote, you make a choice.
(page 246)

When citizens are 18 years old, they can **vote** for government leaders.

**wants**

Wants are things people would like to have. (page 132)

Having many, many toys are **wants** a child might have.

**weather**

Weather is what the air outside is like.
(page 96)

Clouds are part of **weather**.

**worker**

A person who does a job is called a worker. (page 152)

A factory **worker** makes goods.

Index

Page numbers with *m* after them refer to maps. Page numbers in italics refer to pictures.



Activities, *See also* Current events projects

act it out, 181

communication, 33, 51, 59, 79, 87, 107, 121, 135, 143, 165, 189, 213, 221, 241, 243, 249, 255

craft, 41, 69, 79, 91, 93, 125, 171, 195, 207, 225, 243, 269, 271, 273, 274, 275, 276, 277

drawing, 29, 39, 47, 63, 65, 85, 99, 101, 119, 121, 141, 147, 155, 161, 179, 181, 187, 205, 207, 211, 219, 231, 241, 272, 278

model building, 107

research, 59, 69, 101, 125, 171, 199, 225, 269

writing, 33, 51, 65, 77, 87, 93, 105, 113, 133, 143, 147, 161, 165, 189, 199, 205, 211, 213, 233, 247, 255, 263, 272

Address, global, 125

Africa, 77*m*, 131, *R10–R11m*

Alaska, 82*m*

"America," R5

American Indians, 184–189, 191, 193–195

Cherokee Nation, 184–185, 187–189

Chumash Peoples, 184–187

Sacagawea, 250

Wampanoag Peoples, 191, 193–195, 273

Analytical reasoning, *See*

also Critical thinking, 135

comparing fact and fiction, 256–257

comparing points of view, 214–215, 224

expressing ideas in writing, 234–235

making a decision, 136–137

reading graphs, 150–151

resolving conflict, 200–201

showing order on a timeline, 182–183

Antarctica, 77*m*, *R10–R11m*

Anthem, national, R4

Anthony, Susan B., 251

Asia, 77*m*, *R10–R11m*

Atlanta, Georgia, 98

Atlantic Ocean, 83

Atlas, *R10–R15m*

Augustus, Caesar, 247

Australia, 77*m*, *R10–R11m*

Autumn, 97, 99, 188–189



Bald eagle, as symbol, 260–261

Banking, 147–149

Bell, Alexander Graham, 218

Beyers, Catherine, 55

Bujones, Fernando, 157

Brazil, 61*m*

Buyer, 160 *See also* Economics



Calendar, 34–35, 68

California, 86, 112, 159, 186, 220

Canada, 116–121

Canada Day, 120

flag of, 120

immigration from, 62

Caring, *See* Character traits

Cause and Effect, 263, 60, 88, 152

Celebrations, *See also* Holidays

Canada Day, 120

harvest, 195

Mexican Independence Days, 120

Thanksgiving, 195, 273

Chang, Sarah, 156

Change, *See also* History

city growth, 106–107

communication, 217–219

education, 204–205

family life, 192–193

immigration, 60–65, 190–191

laws, 251–253

transportation, 210–211

Character traits, 59, 87, 143, 156–157, 243, R6–R7

Charts

calendar, 34–35, 68

continents and oceans, 77

family life long ago and today, 192–193

goods and services, 140

immigration chart, 62

laws, 230

laws every day, 232–233

natural resources, 94–95

school tools, 204

things people need, 131

Chavez, Cesar, 252

Cherokee Peoples, 184–187
territory map, 185

China, 62*m*

Choices

- making decisions, 134–137
- saving money, 147–149
- spending money, 132–135, 144, 146
- voting, 246–249

Christelow, Eileen, 248**Chumash Peoples, 184–187**

- rock art, 186
- territory map, 185*m*

Citizen, 111

- responsibilities, 245, 266
- rights, 244
- voting, 229, 246–249

Citizenship features

- helping hands, 40–41
- hero dogs, 254–255
- laws every day, 232–233
- make a passport, 114–115
- make a postcard, 264–265

Citizenship skills

- compare points of view, 214–215, 224
- make decisions, 136–137
- solve conflicts, 200–201

City, 102, 104–107**Civic identity**

- citizen, 111, 114–115
- community, 54–59
- country, 110–121
- family, 22–24, 26–29
- flag, 229
- neighbors, 116–121
- school, 36–41

Civic understanding

- government, 228, 234, 236
- government leaders, 228, 236, 238–243
- laws, 230–233
- points of view, 214–215

Classify, 54, 102, 138**Classroom**

- responsibility, 36–39
- rules, 234–235

Cleopatra, 241**Clothing**

- dressing for the weather, 98
- need, as a 130–131
- past and present, 192–193

Cloud, Rosemary, 55, 58–59**Columbus, Christopher, 271****Columbus Day, 271****Communication, 175**

- activities, 33, 51, 59, 79, 87, 107, 121, 135, 143, 165, 189, 213, 221, 241, 243, 249, 255
- compare points of view, 214–215, 224
- history of, 216–222
- inventions, 217–219
- sign language, 216

Community, 25, 54

- buildings, 236–237
- citizen of, 111
- city, 102, 104–107
- goods and services, 140–141
- government, 228, 231
- growth of, 106–107
- helpers, 55–57, 231
- immigration and, 60–63
- institutions, 57
- jobs, 55–59
- laws, 230–233
- leaders, 228, 238
- suburban, 103
- town, 103–105

Compare and Contrast, 44, 74, 82, 116, 130, 176, 190, 202**Compass rose, 166–167, 170**

- reading direction on, 111, 117, 170, 191, 262

Conflict, resolve a, 200–201**Constitution of the United States, 242****Continents, 72, 76*m*, 77, 131**

- chart, 77, 131
- map, 76*m*

Cost, 144

- comparing, 150–151, 170

Courage, See Character traits**Critical thinking**

- comparing and contrasting, 67, 169
- comparing fact and fiction, 256–257
- comparing points of view, 214–215, 224
- decision making, 134–137
- determining cause and effect, 123
- expressing ideas in writing, 234–235
- resolving conflict, 200–201
- sequencing events, 223
- showing order on a timeline, 182–183
- summarizing, 267

Cuba, 62**Culture**

- art, 186
- comparison, 117–121
- exchange, 63
- holidays, 120, 195, 271–278
- literature, 30–33, 162–165, 188–189, 196–199

Current events projects

- heroes in the news cards, 269
- history in the news puppets, 225
- people in the news report, 69
- places in the news poster, 125
- service jobs chart, 171



Decision making, 134–137
voting, 246–249

Declaration of Independence, 240

Democracy
responsibilities and, 245
rights and, 244, 266
voting and, 246–249

Determination, 142
of heroes, 250–255

Distance, near and far,
108–109

Draw conclusions, 230



Earth, 70, 74–81
globe of, 74, 80–81
lakes, 85
land formations, 82–83
maps, *See* Maps
model, 74, 80–81
natural resources, 88–95
oceans, 70, 75, 77–79
rivers, 84–85
weather, 96–101

Economics
banking, 147–149
buyer, 160
buying, 144–146
cost, 144
food cost, 150–151
food distribution, 158–159
goods and services,
138–143
needs and wants, 130–135
products from trees,
92–93
saving money, 129,
147–149
scarcity, 130, 134–135

seller, 160
Education, 202–207
Egypt, 241
Election, 247–249
England, 191
Europe, 77*m*
Exchange
buying and selling,
160–161
communication and,
215–221
food distribution, 158–159
goods and services,
138–143, 153
immigration, 60–65,
190–191
points of view, 214–215
trading, 145



Fact, 256
Factory, 129, 154–155
Fairness, *See* Character
traits
Fair play
comparing points of view,
214–215, 224
following rules, 46
laws and, 230–233,
251–253
voting, 229, 246–249, 251
Fall, 97, 99, 188–189
Family, 22–24, 26–29
history, 178–181
immigration, 60–65,
190–191
life past and present,
192–193
needs of, 130–131, 133
Pilgrim, 193–199
spending choices, 132,
144, 146
Wampanoag, 192–193

Family History Day,
180–181

Farm, 104–105

Fiction, 256–257

Fisher, Aileen, 70

Flag
care, manners, R2
national, 120–121
symbol, 229, 258–259

Flag Day, 277

Florida, 98, 112, 159

Flow chart
needs and wants, 168
orange juice production,
160–161

Folktales, *Stone Soup*,
162–165

Food
distribution, 158–159
need, as a, 130–131
preparation past and
present, 192–193
production, 160–161

Franklin, Benjamin, R6

Future
relationship to past and
present, 178–179
timeline, 178–179



Geographic Terms, R8–R9

Geography, *See also* Map
and globe skills; Maps
kinds of communities,
102–105*m*
landforms, 82–83*m*
natural resources, 88–95
Pacific Ocean, 78–79
Pony Express, 220–221*m*
water, bodies of, 84–85*m*
weather, 96–100*m*

Georgia,Atlanta, *99m*Cherokee Nation, *184–185*,
*187–189*geography, *111m*people, *55*, *58–59***Germany, 62****Global address, 125****Globe, 74, 80–81m****Globe and map skills**compare globes and
maps, *80–81*, *124m*compare pictures and
maps, *42–43m*find near and far,
*108–109m*read a map key, *52–53m*,
*68m*use a compass rose,
166–167m, *172m***Goods, 128, 139, 140**distribution of, *158–159m*factory produced,
*154–155*food production, *160–161*services and, *138–143*, *153*trading, *145***Government, 228, 231, 236**buildings, *236–237*leaders, *228*, *236*, *238–243***Governor, 238****Graphs**communication
inventions timeline, *218*Pilgrim's Harvest
Timeline, *224*skill, read a picture graph,
150–151, *170*skill, use a timeline,
*182–183*transportation inventions
timeline, *210***Great Britain, 62****Great Lakes, 85m****Hands-On Activities, 29, 39,***41*, *47*, *57*, *63*, *69*, *79*, *85*,
91, *99*, *113*, *119*, *125*, *141*,
147, *155*, *161*, *171*, *179*,
187, *195*, *205*, *207*, *211*,
219, *231*, *241*, *243*, *253*Helping Hands Tree,
*40–41*Make a Passport, *114–115***Harvest, 195****Hawaii, 142–143****Helping**classroom, in the, *37*community, in the, *55–57*,
*231*family, in the, *26–29*heroes and, *250–255*volunteering, *139*We Help Song, *40***Heroes, 250–255****History, 174, 177**American Indians,
184–189, *191*, *250*city growth, *106–107*communication
inventions, *217–219*early settlers, *191*,
*193–199*education, *202–207*family, *178–181*Family History Day,
*180–181*heroes in, *250–253*hornbooks, *206–207*immigration, *64–65*invention, *209–211*living conditions, *192–193*
past, *176*past Presidents, *228*, *240*,
242–243, *262*, *275*Pilgrims, *191*Pony Express, *220–221m*researching, *177*schools, *202–205*settlers, *191*transportation, *64–65*,
208–211, *222*Wampanoag, *191*, *193*weather, *100–101***Holidays**Canada Day, *120*Columbus Day, *271*Flag Day, *277*Independence Day, *278*Martin Luther King, Jr.
Day, *274*Memorial Day, *276*Mexican Independence
Days, *120*Presidents' Day, *275*Thanksgiving Day, *273*United States, *120*,
*271–278*Veterans Day, *272***Honesty, See also**Character traits (R6–R7),
*142***Honor, 260****Illinois, 98, 113****Immigration, 60–65,**
*190–192*chart, *62***Independence Day**Canada, *120*Mexico, *121*United States, *121*, *278***India, 62****Indian Ocean, 77****Inventions, 209–219****Individual responsibility**classroom, *36–39*dressing for the weather,
*98*family, *22–24*, *26–29*following rules, *46*

Inventions

- saving natural resources, 90–91
- spending choices, 132, 144, 146

Inventions, 209

- communication, 217–219
- transportation, 210–211

Italy, 62



Jefferson, Thomas, 240

Jemison, Mae, 256

Jordan, Barbara, R6

Jingle Dancer, Read Aloud Literature, 30–33

Jobs

- community, 55–59, 140
- factory, 154–155
- school, 37, 40
- service, 58–59, 138–143, 153, 171
- types, 152–157



Kay, Verla, 196

Key, Francis Scott, 226

King, Martin Luther, Jr., 253, 274



Lakes, 85, 112–113

Lam, Thanh, 142–143

Land formations, 82–83

- United States, 112–113

Laws, 230–233

- changing, 251–253
- Constitution and, 242
- voting and, 246–247

Leaders, 24, 44–47, 236

- government, 228, 236, 238–243

- past, 240–243
- for rights, 251–252
- rules and, 44–47
- voting for, 247–249

Lenski, Lois, 126

Liberty Bell, 260

Lincoln, Abraham, 228, 240, 262, 275

Lincoln Memorial, 262–263

Literature

- Jingle Dancer*, 30–33
- “Moon of Falling Leaves,” 188–189
- “Rush Hour,” 212–213
- Saturday Escape*, 48–51
- Stone Soup*, 162–165
- Tattered Sails*, 196–199
- Vote*, 248–249

Location

- Canada, 116–119
- city, 102, 104–107
- compass direction, 166–167m, 170m
- earth, 70, 74–81
- global address, 125
- globe, on a, 80–81
- land formations, 82–83
- Mexico, 116–119
- needs relative to, 131
- neighbors, 116–121
- seasons and, 73, 97–99
- state, 110
- suburb, 103
- town, 103–105
- water formations, 84–85
- weather and, 96–99

Los Angeles, California, 98

Loomis, Christine, 212



Machine, 160–161

Mahoney, Daniel J., 48–51

Main Idea and Details, 26, 110, 144

Map and globe skills

- compare globes and maps, 80–81m, 124m
- compare pictures and maps, 42–43m
- find near and far, 108–109m, 124m
- picture map, 104–105m
- read a map key, 52–53m, 68m
- use a compass rose, 166–167m, 170m

Map key, 43, 52–53, 68, 104–105, 108–109, 117, 167, 170, 262

Maps

- atlas, R10–R15m
- Canada, United States, and Mexico R12–R13m
- direction on, 111m, 117m, 166–167m, 170m, 191m, 262m
- drawing, 119
- pictures and, 42–43m
- reading, 25m, 43m, 53m, 61m, 68m, 75m, 76m, 82m, 83m, 85m, 99m, 104–105m, 117m, 124m, 143m, 159m, 185m, 191m, 220–221m, 262m
- symbols on, 43m, 52–53m, 68m, 104–105m, 108–109m, 117m, 167m, 170m, 262m
- United States, R14–R15m
- world, R10–R11m

Massachusetts, 61

Mayflower, route map, 191m

Mayor, 238

Memorial Day, 276

Mexico, 116–121

- flag, 121
- immigration, 62
- Independence Days, 121

Mississippi River, 84

Models

- building, 107
- globe, 74, 80–81
- map, 42–43

Money

- comparing cost, 150–151, 170
- earning, 138–143
- saving, 129, 147–149
- spending choices, 132–135, 144, 146–147

Months, 34, 68

“Moon of Falling Leaves,” 188–189

Motto, United States, *R2*

Mountain, 72, 82, 112, R8–R9

Mount McKinley, 82

Mount Rushmore, 263

Moving

- to new homes, 60–65, 190–191
- past and present, 64–65

Muir, John, 86–87

Musa, Mansa, 241

Music, *See also* Songs.

- career, musician and dancer, 156



Native Americans, 184–189, 191

- Cherokee Nation, 184–185, 187–189

Chumash Peoples, 184–187

Sacagawea, *250*

Wampanoag Peoples, *191*, 193–195, 273

Natural resources, 73, 88

- coal, *90*
- oil, *90*
- saving, 90–91, 123

soil, *89*

trees, 92–93, 95, 160–161

water, 73, 95

wood, 88–89, 92–93, 95

Nebraska, *83m*

Needs, 130–131, 133

chart, 131, 168

Neighbor, 116

New York, 113

Nonfiction, 256–257

North America, 76, *R12–R13m*



Oceans, 70, 75, 77

chart, 77

map, 75

Pacific, 78–79

United States borders, 112

Order

- first, next, last, 182–183
- on a timeline, 182–183



Pacific Ocean, 77, 78–79

Passport, United States, 114–115

Past, 176–177

Patriotism, *See* Character traits.

Philippines, 62

Picture graph, 150–151, 170

Pilgrims, 191, 193–199, 273

Mayflower route, *191m*

Places, *See also* Location.

Plains, 83

Pledge of Allegiance, 38–39

Point of view, 214–215, 224

Poland, 62

Pony Express, 220–221

route, *220–221m*

Present, *176*

President, 228, 239–243

Presidents' Day, 275

Problem solving, *See also*

- Analytical reasoning;
- Critical thinking, 135
- comparing points of view, *214–215*, 224
- making decisions, 134–137
- resolving conflict, 200–201

Projects, current event, 69, 125, 173, 225, 269



Readers' Theater

A Scarcity of Scissors, *134–135*

Family History Day, *180–181*

Reading skills

- classify, 36, 54, 102, 138, 184, 258
- compare and contrast, 44, 67, 74, 82, 116, 130, 176, 190, 202
- compare fact and fiction, 256–257, 268
- determine cause and effect, 60, 88, 96, 123, 152
- express ideas in writing, 234–235, 268
- identify main idea and details, 26, 110, 144, 236, 244

Reading strategies

- monitor and clarify, 129, 175
- predict and infer, 25, 73, 229
- question, 229
- summarize, 25, 73, 129, 175

Regions

- mountain, 82
- plain, 83

Research

Research

activities, 59, 69, 101, 125,
171, 199, 225, 269
methods, 177

Resources, 73, 88

coal, 90
oil, 90
saving, 90–91, 123
trees, 92–93, 95, 160–161
water, 73, 95
wood, 88–89, 92–93, 95

Respect, *See also* Character traits

in the classroom, 36–37
for country, 38–39
for leaders, 44–47
for natural resources,
90–91
for neighbors, 116–121
for rules, 45–47

Responsibility, *See also* Character traits; Individual Responsibility,

245, 266
Rights, 244
leaders for, 251–252

Rivers, 84–85, 113

Roosevelt, Eleanor, 252

Roosevelt, Franklin Delano, 240

Rules, 45–47, 234–235

laws, 230–233
voting and, 246–247

“Rush Hour,” 212–213

Rushmore, Mount, 263



Sacagawea, 250

San Francisco, California, 102

Safety, 231–233

Saturday Escape, The, 48–51

Saving

money, 129, 147–149
natural resources, 90–91,
123

Scarcity, 130, 134–135

See Economics.

School

leaders, 44, 45
past and present,
204–205, 222
rules, 44–47
settlers, 202–207

Seasons, 73, 97–99

Seller, 160 *See also* Economics.

Sentence, 235

Sequence, Noting, 216

Services, 128, 139, 140

goods and, 138–143, 153
jobs, 138–143, 153, 171
trading, 145

Settlers, 174, 191, 193–197

education, 202–207

Shelter

need, as a, 130–131
past and present, 192–193

Sierra Nevada, 112

Skills,

Citizenship skills
compare points of view,
214–215, 224
make decisions, 136–137
solve conflicts, 200–201

Graph and chart skills

read a picture graph,
150–151, 170
use a timeline, 182–183

Map and globe skills

compare globes and
maps, 80–81, 124m
compare pictures and
maps, 42–43m
find near and far, 108–
109m, 124m
Picture Map, 104–105m
read a map key, 52–53,
68m

use a compass rose, 166
167m, 170m

Reading skills

classify, 36, 54, 102, 138,
184, 258
compare and contrast,
44, 67, 74, 82, 116,
130, 176, 190, 202
compare fact and
fiction, 256–257, 268
determine cause and
effect, 60, 88, 96,
123, 152
express ideas in writing,
234–235, 268
identify main idea and
details, 26, 110, 144,
236, 244

Smith, Cynthia Leitich, 30–33

Songs

“America,” R5
“God Bless America,” R5
“Spell Song,” 172
“Star-Spangled Banner,
The,” R4
“We Help Song,” 40

Spell Song, 172

Spring, 97, 99

State, 110–113

buildings, 236–237
citizenship, 111
leaders, 236, 238
maps, 82, 83, 159

Statue of Liberty, 261, 264–265

Stone Soup, 162–165

Suburb, 103

Summarize, *See also* Reading strategies.

Summer, 73, 97, 99

Symbols, 229, 258

of freedom, 260–261
map, 43, 52–53, 68,
104–105, 108–109, 117,
167, 170, 262
places as, 262–265

United States, 258–259
weather, 96



Tattered Sails, Literature, 196–199
Teachers, as leaders, 44, 45
Thanksgiving Day, 195, 273
Thinking skills
compare fact and fiction, 256–257, 268
express ideas in writing, 234–235, 268
Time, *See also* History; Timeline
autumn, 188–189
calendar, 34–35, 68
future, 178–179
harvest, 195
months, 34
past, 176–177
present, 176
rush hour, 212–213
seasons, 73, 224
Timeline
communication inventions, 218–219
individual, 182–183
past, present, future, 178–179
seasons, 224
transportation inventions, 210–211
Town, 103–107
Trading, goods and services, 145
Transportation, 175
comparing, 214–215, 222
early, 208–211
Trees, products from, 92–93, 95, 160–161
Tubman, Harriet, 251



Uncle Sam, 259
United States, 110–115
anthem, 226, R4
citizen, 111
Constitution, 242
Declaration of Independence, 240
flag, 121, 229, 258–259, R2
heroes, 250–253
holidays, 271–278
immigrants, 62
Independence Day, 121, 278
land and water, 82–87, 112–113
map, R14–R15
motto, R3
neighbors, 116–121
passport, 114–115
Pledge of Allegiance, 38–39
President, 228, 239–243
states, 110, 112–113
symbols, 258–263



Veterans Day, 272
Vocabulary, 38, 61, 75, 76, 104, 111, 117
Volcanoes, 79
Volunteers, 139
Vote, 229, 246–249
Susan B. Anthony and, 251



Wampanoag Peoples, 191, 193–195, 273
Wants, 132–133
Washington, D.C., 236–237
Washington, George, 242–243, 262, 275
Washington Monument, 262
Water formations
lakes, 85
oceans, 70, 75, 77–79
rivers, 84–85
United States, 112–113
Weather
definition of, 96–99
dressing for, 98
old sayings, 100
reports, 100–101
seasons and, 97–99
symbols, 96
West, Skip, 22
White House, 237, 262
Winter, 97, 99
Wisconsin, 55
Wood, 88–89, 92–93
Work
to fill needs, 131
types of jobs, 152–157
Wright, Orville and Wilbur, 209


Yosemite Valley, 86

Acknowledgments

Acknowledgments

Excerpt from "A Family is a Family," by Skip West. Copyright © Skip West. Reprinted by permission of Skip West, ewest@stny.rr.com.

"God Bless America," by Irving Berlin. © Copyright 1938, 1939, © copyright renewed 1965, 1966 by Irving Berlin. © Copyright assigned to the Trustees of the God Bless America Fund. International Copyright Secured. All Rights Reserved. Reprinted by permission of the Irving Berlin Music Company.

Excerpt from *Jingle Dancer*, by Cynthia Leitich Smith, illustrated by Cornelius Van Wright and Ying-Hwa Hu. Text copyright © 2000 by Cynthia Leitich Smith. Illustrations copyright © 2000 by Cornelius Van Wright and Ying-Hwa Hu. Reprinted by permission of HarperCollins Publishers and Curtis Brown Ltd.

"Moon of Falling Leaves," from *Thirteen Moons on Turtle's Back*, by Joseph Bruchac and Jonathan London. Text copyright © 1992 by Joseph Bruchac and Jonathan London. Used by permission of Philomel Books, a division of Penguin Young Readers Group, a member of Penguin Group (USA) Inc., 345 Hudson Street, New York, NY 10014. All rights reserved.

"Our Planet Earth," from *Sing of the Earth and Sky*, by Aileen Fisher. Copyright © 2001 by Aileen Fisher. Reprinted by permission of Boyds Mills Press, Inc., A Highlights Company.

Excerpt from *Rush Hour*, by Christine Loomis. Text copyright © 1996 by Christine Loomis. Reprinted by permission of Houghton Mifflin Company.

Excerpt from *The Saturday Escape*, by Daniel J. Mahoney. Copyright © 2000 by Daniel J. Mahoney. Reprinted by permission of Houghton Mifflin Company.

Excerpt from "Spell Song," by Kwakiutl, from *Weave Little Stars into My Sleep*, edited by Neil Philip. Compilation, reworkings, and afterword copyright © 2001 by Neil Philip. Reprinted by permission of Houghton Mifflin Company.

Excerpt from *Tattered Sails*, by Verla Kay, illustrated by Dan Andreasen. Text copyright © 2001 by Verla Kay Bradley. Illustrations copyright © 2001 by Dan Andreasen. Used by permission of G. P. Putnam's Sons, a division of Penguin Young Readers Group, a member of Penguin Group (USA) Inc., 345 Hudson Street, New York, NY 10014 and Curtis Brown, Ltd. All rights reserved.

Excerpt from *Vote!*, by Eileen Christelow. Copyright © 2003 by Eileen Christelow. Reprinted by permission of Houghton Mifflin Company.

Excerpt from "You Always Have to Pay," from *City Poems*, by Lois Lenski. Text copyright © 1954, 1956, 1965, 1971 by Lois Lenski. Reprinted by permission of Steven Covey, son of Lois Lenski.

Photography Credits

22–23 Ariel Skelley/Corbis. 24 (c) Rob & Sas/Corbis. 24–25 (b) Jim Cummins/Taxi/Getty Images. 25 (tl) Stone/Getty Images. 26 Tom & Dee Ann McCarthy/Corbis. 27 (b) Tom & Dee Ann McCarthy/Corbis; (t) Jim Cummins/Getty Images. 28 (l) Michael Keller/Corbis; (r) Masterfile. 29 Jose Luis Pelaez, Inc./Corbis. 30 Tom Prettyman/Photo Edit. 31 (br) David Young-Wolfe/Photo Edit; (lc) Michael Newman/Photo Edit. 38 Bruce Burkhardt/Corbis. 42 Spencer Grant/Photo Edit. 44 Image Source Limited/Index Stock Imagery. 45 Richard Hutchings/Photo Edit. 46–47 'It Int'l/Stock Photo/PictureQuest. 55 (l) Rosemary Cloud City of East Point Fire Department; (r) Courtesy of Catherine Beyers. 56 (bl) Jeff Dunn/Index Stock Imagery; (tl) Chuck Savage/Corbis; (tr) Hirb Collection/Index Stock Imagery. 57 Ronnie Kaufman/Corbis. 58 (c) Rosemary Cloud City of East Point Fire Department. 58–59 (b) SuperStock/PictureQuest. 60 Bettmann/Corbis. 61 Courtesy of Katia Lemos. 62 (bl) Jacob Halaska/Index Stock Photography; (br) Corbis. 63 Catherine Kamow/Corbis. 64 Rick Egan. 65 (bkgrd) Paul A. Souder/

Corbis; (inset) Dynamic Graphics, Inc./Creatas. 66 Rubberball Productions/Getty Images. 70–71 B.S.P.I./Corbis. 72 (r) Jim Steinberg/Photo Researchers. 73 (l) M.L. Sinibaldi/Corbis; 73 (r) Phoebe Dunn/Stock Connection/PictureQuest. 77 (l) Adalberto Rios Szalay/Sexto Sol/Photodisc/Getty Images; (r) Photo 24/Brand X/Getty Images. 82–83 (bkgrd) Frank Staub/Index Stock Imagery/PictureQuest. 83 (c) MacDuff Everton/Corbis. 84 (bkgrd) Joseph Sohm; Chromosohm Inc./Corbis; (inset) CC Lockwood/Bruce Coleman. 86 (tl) Corbis. 86–87 (bkgrd) Michael McQueen/Photographer's Choice/Getty Images. 88 Corbis. 89 (bl) Tom Algire/SuperStock; (br) W. Cody/Corbis. 89 (t) J.A. Kraulis/Masterfile. 90 (b) Arthur Tilley/2i Images/PictureQuest; (tr) Peter Christopher/Masterfile. 91 Craig Hammell/Corbis. 92 (br) F. Damm/Masterfile; (cl) ©HMC/PhotoDisc; (t) Siede Preis/Photodisc/Getty Images. 92–93 (bkgrd) R. Gerth/Masterfile. 93 (b) ©HMC/C Squared Studios/Photodisc; (c) ©HMC/PhotoDisc; (t) ©HMC/PhotoDisc. 97 (bl) Peter Christopher/Masterfile; (br) Bill Bachmann/Photo Edit. (tl) Dennis Lane/Index Stock Imagery; (tr) Richard Hutchings/Photo Edit. 98 (br) Greg Scott/Masterfile; (tr) Rommel/Masterfile. 99 (cl) Rommel/Masterfile; (tr) Rubberball. 101 ©HMC/Morocco Flowers. 102 Joseph Sohm/Corbis. 103 Dennis O'Clair/Stone/Getty Images. 106–107 (bkgrd) Jeff Greenburg/Photo Edit. 107 (inset) Corbis. 112 (l) Galen Rowell/Corbis. 112–113 (bkgrd) Rick Bostick/Index Stock Imagery. 113 (tl) James Shaffer/Photo Edit; (tr) Bill Ross/Corbis. 116 ©HMC/PhotoDisc. 117 (bl) Werner Forman/Art Resource; (br) Richard Cummins/SuperStock. 118 Bob Daemmerich/The Image Works. 119 (tl) David Young-Wolfe/Photo Edit; (tr) David Stocklein/Corbis. 120 Gary Black/Masterfile. 121 (l) Maxine Cass; (r) Ariel Skelley/Masterfile. 126–127 Palmer Kane Studios. 128–129 (bc) Roy Morsch/Corbis. 128 (l) Steve Essig/Index Stock Imagery/PictureQuest. 128 (r) Lawrence Migdale/Stone/Getty Images. 129 (tr) Diaphor Agency/Index Stock Imagery. 132 (b) C Squared Studios/Photodisc/Getty Images; (c) Photodisc/Punch-Stock; (t) Wonderfile/Masterfile. 140 (bl) Charles Gupton/Corbis; (br) Michael Newman/Photo Edit. 141 (cl) Kevin Dodge/Masterfile; (tr) Corbis. 142 Craig Kojima. 143 (t) Natalie Fobes/Getty Images. 146 (b) Ariel Skelley/Masterfile; (cr) Hal Lott/Corbis; (lc) Kerrick James Photography/Stone/Getty Images. 152 (b) Creasource/ Series/PictureQuest. 153 (bl) Felicia Martinez/Photo Edit. 153 (br) Fabrik Studios/Index Stock Imagery; (c) Comstock/PunchStock; (r) HIRB/Index Stock Imagery; (lc) Photodisc/Getty Images; (tl) Corbis. (tr) Spencer Grant/Photo Edit. 154 Wonderfile. 156 Sheila Rock/EMI Classics/ICM Artists Ltd. 157 Courtesy of Maria and Fernando Bujones. 158 Photodisc Collection/Getty Images. 160 (l) Steve Vidler/SuperStock; (r) Richard T. Nowitz/Corbis. 161 (l) Dynamic Graphics/Creatas. 172–173 Palmer Kane Studios. 174 (l) Corbis; (r) Rick Egan. 175 (l) Premium Stock/Corbis; (r) Rob & Sas/Corbis. 176 (cr) Photo Link/Photodisc/Picturequest; (r) Chris Windsor/Photodisc/Getty Images. 177 (b) Norbert Schaefer/Corbis; (c) The Image Bank/Getty Images; (t) The Image Bank/Getty Images. 178 (c) Nancy Brown/Getty Images; (t) Scott Vincent. 179 (lc) Bruce Coleman; (tl) Digital Vision/Getty Images. 186 David Muench/Corbis. 187 Kevin Flemming/Corbis. 188 (leaves) Siede Preis/Photodisc/Getty Images. 189 Siede Preis/Photodisc/Getty Images. 188–189 (bkgrd) Adam Jones/Taxi/Getty Images. 190 Bettmann/Corbis. 194 Dennis MacDonald/Photo Edit. 195 Jose Luis Pelaez, Inc./Corbis. 204 (bl) Dennis Thompson/Universal Stock Photo; (cl) Blackwell History of Education; (computer) Ryan McVay/Photodisc/Getty Images; (notebook) ©HMC/Joel Atlas/Brand X; (pens) Corbis. 205 Jose Luis Pelaez, Inc./Corbis. 206–207 Blackwell History of Education. 208 Bridgeman Art Library. 209 Bettmann/Corbis. 210 (l) Corbis; (r) Charles Benes/Index Stock Imagery/PictureQuest. 211 (l) Tom Brakefield/Corbis; (r) Stone/Getty Images. 212–213 Roy Ooms/Masterfile. 214 (br) SW Productions/Brand X Pictures/Getty Images. 215 (c) Bob Daemmerich/

Photo Edit; (l) Richard Hutchings/Photo Edit. 216 Jeff Greenberg/Photo Edit. 217 Jaqui Hurst/Corbis. 218 (b) ©HMC/Comstock; (tl) Underwood & Underwood/Corbis; (tr) Davies + Starr/Imagebank/Getty Images. 219 (c) Tom Wagner/Corbis; (tl) Nasa; (tr) Guy Grenier/Masterfile. 224 Paul Barton/Corbis. 226–227 Jerry Tobias/Corbis. 228 (l) Stephen Chemin/Stringer/Getty Images; (r) Corbis. 229 (l) Andy Sacks/Stone/Getty Images; (r) Corbis. 231 David Young-Wolfe/Photo Edit. 233 (c) Photodisc/Getty Images. 237 (b) Miles Ertman/Masterfile; (c) Gibson Stock Photography; (t) Jeff Greenberg's Collection/Index Stock Imagery. 238 (br) AP World Wide Photo; (tl) Courtesy of the City of Detroit Mayor's Office. 239 Reuters New Media Inc. 242 Tony Freeman/Photo Edit. 243 Bettmann/Corbis. 245 The Greater Boston Food Bank. 250 Hulton Archive/Getty Images. 251 (b) Bettmann/Corbis; (t) Corbis. 252 (b) Arthur Schatz/Time Life Pictures/Getty Images; (t) Stock Montage/SuperStock. 253 Hulton-Deutsch Collection/Corbis. 254–255 Photo/Microstock. 255 (tr) Courtesy of the Seeing Eye School, Morristown, NJ. 258 Burke/Triolo/Brand X Pictures/Getty Images. 259 James Lafayette/Index Stock Imagery. 260 (l) Henryk T. Kaiser/Index Stock Imagery. 261 (tr) Jeff Vanuga/Corbis. 262 Hillary Wilkes/International Stock. 263 (l) John Lawrence/Stone/Getty Images; (r) Peter Gridley/Taxi/Getty Images; (r) Corbis. 266 (l) Richard Hutchings/Photo Edit; (r) David Young-Wolfe/Photo Edit. 268 Courtesy of Historical Society of Pennsylvania Collection/Bridgeman Art Library. 271 Dagli Orti/Museo de la Torre del Oro Seville/The Art Archive. 272 Rick Bowmer/AP Photo. 273 Kevin Fleming/Corbis. 274 CNP/Archive Photos/Hulton Archive/Getty Images. 275 (r) Bettmann/Corbis; (l) Christie's Images/Corbis; (frame) ©HMC/Stone/Getty Images. 276 Bettmann/Corbis. 277 Ariel Skelley/Corbis. 278 IPS/Photonica. 332 (c) Davies and Starr/The Image Bank/Getty Images; (tl) Gibson Stock Photography. 333 Ronnie Kaufman/Corbis. 334 (cr) © The Nobel Foundation; (tr) Hulton-Deutsch Collection/Corbis. 335 (cr) Corbis Corbis; (cc frame) ©HMC/PhotoDisc/Getty Images; (tl) The Granger Collection. 336 (tl) Philip James Corwin/Corbis. 337 Stone/Getty Images. 338 Maroon/Folio Inc.

Assignment Photography Credits

41 ©HMC/Ken Karp. 74 ©HMC/Ken Karp. 85 ©HMC/Ken Karp. 110 ©HMC/Ken Karp. 115 ©HMC/Ken Karp. 130 ©HMC/Ken Karp. 133–137 ©HMC/Ken Karp. 145 ©HMC/Ken Karp. 148–149 ©HMC/Ken Karp. 161 r ©HMC/Ken Karp. 180–181 ©HMC/Ken Karp. 233 (t) ©HMC/Carol Kaplan Photography. 233 (b) ©HMC/Carol Kaplan Photography. 244 ©HMC/Jade Albert. 246 ©HMC/Ken Karp. 265 ©HMC/Angela Coppola. 335 (br) ©HMC/Jade Albert.

Illustration Credits

All cartographic maps done by Otelious Design. 26–27 (borders) Sally Vitsky. 34–35 Chris Lensch. 37–38 (borders) Mircea Catusanu. 39 Jeffrey Mangiat. 40–41 Christiane Beauregard. 61 Leah Palmer Preiss. 66 Hector Borlasca. 68 Chris Lensch. 78–79 Michael Mayday. 82–83 Tracy Sabin. 85 Tracy Sabin. 86 Ron Berg. 95 Mircea Catusanu. 96 Sally Vitsky. 98–99 Mircea Catusanu. 100 Alex Burnet. 104–105 Suzanne Muse. 120–121 (flags) Patrick Gnan. 122 Hector Borlasca. 131 Cheryl Mendenhall. 133 Nathan Jarvis. 134–135 Carly Castillon. 138–139 Sally Vitsky. 151 Mark & Rosemary Jarman. 153–155 Christiane Beauregard. 156–157 Steve Costanza. 162–165 Laurence Cleyet-Merle. 172 Promotion Studios. 180–181 Mark & Rosemary Jarman. 182–183 Chris Lensch. 184–185 Robert Van Nutt. 191 Robert Van Nutt. 200–201 Cheryl Mendenhall. 202–203 Phil Wilson. 206 Patrick Gnan. 220–221 Frank Riccio. 222 Stephen Lewis. 224 Robert Van Nutt. 268 Chris Lensch.